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ABSTRACT

This study was undertaken to: (1) provide information on Louisiana's Vocational and Technical Education Program, (2) serve as a basis for reporting to the citizens of Louisiana, and (3) fulfill the requirements of the State Advisory Council on Vocational Education for an annual evaluation. Findings obtained during the investigation process were: (1) present state plan projections seem inadequate, both from the standpoint of people to be served and projected resources needed, (2) there does not exist in the organizational structure clear lines of authority, administration, and supervision regarding the institutions under its jurisdiction, (3) the curriculum does not seem to be broad enough to accommodate the populations for which it was designed to serve, (4) not enough funds have been appropriated for vocational programs, (5) guidance and counseling departments are understaffed at all levels, and therefore are not able to fulfill their objectives, and (6) vocational programs do not appear to be guided by marketing trends. Council recommendations are included. (SN)

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Annual Evaluation Report

LOUISIANA STATE ADVISORY COUNCIL FOR VOCATIONAL AND TECHNICAL EDUCATION

1972

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THE ANNUAL EVALUATION REPORT OF LOUISIANA'S VOCATIONAL AND TECHNICAL EDUCATION PROGRAM

FISCAL YEAR 1972

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Conducted for the Louisiana State Advisory Council on
Vocational and Technical Education

1972

STATE OF LOUISIANA

STATE ADVISORY COUNCIL FOR VOCATIONAL & TECHNICAL EDUCATION

P. O. Box 44064
Baton Rouge, Louisiana 70804

January 30, 1973

Honorable Jesse H. Bankston, President
Louisiana State Board of Education
Baton Rouge, Louisiana 70804

Dear President Bankston:

The Louisiana State Advisory Council for Vocational and Technical Education hereby submits the Third Annual Evaluation of Vocational Education for the State of Louisiana. This report is in compliance with Section 102.23 of the Rules and Regulations of P.L. 90-576.

The Council respectfully directs the State Board's attention to the statutory stipulation that this report is to be submitted to the U. S. Commissioner of Education and the National Advisory Council on Vocational Education through the State Board for Vocational Education, accompanied by such additional comments as the State Board deems appropriate.

We are pleased to submit this report and feel that a review of its findings with the implementation of the recommendations will result in significant improvements in vocational education in the State of Louisiana.

Respectfully submitted,

F. Jay Taylor, Chairman

FJT:jhr

Attachment

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PREFACE

This study has been conducted for the Louisiana State Advisory Council on Vocational Education as the annual State program evaluation. In addition to meeting the statutory requirement of the Vocational Amendments of 1968, the study director was mindful of the need to include background and program information which would be helpful to new Council members and lay readers to better understand the program.

The study director takes full responsibility for the content within the body of the report. Data were compiled from State reports, other available studies and from discussions and interviews mainly with state vocational education staff members. The discussions accompanying the data presented represent the opinions of the study director and do not necessarily reflect the opinions of individual Council members or the Council as a whole.

The recommendations were developed and approved by the Council and represent their consensus.

The study director wishes to acknowledge and express appreciation for the fine cooperation extended in conducting this study. Mr. Kirby Awagain and Ms. M. L. Hebert were particularly helpful in providing state data. Appreciation is expressed also for the cooperation of the total State vocational education staff who were generous with their time and candid in their suggestions. Ms. Emogene Pliner was very helpful in reviewing the format for the report and in providing copies of resource materials.

Finally the work of the total Advisory Council is acknowledged for their dedication and good work in developing recommendations that hopefully will have a significant impact toward the improvement of an already fine system of vocational and technical education in Louisiana.

Merle E. Strong
Study Director

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CHAPTER I

BACKGROUND OF THE STUDY

The Vocational Education Amendments of 1968, Public Law 90-576, called for the establishment of a State Advisory Council for any state desiring to receive federal funds administered under the Act. Such a Council was to be appointed by the State Board of Vocational and Technical Education in States in which the Board was an elected body. In compliance with the requirements of this Act, the Louisiana State Advisory Council was appointed by the State Board of Education which has also been designated the State Board of Vocational and Technical Education for Louisiana.

The specific functions of State Advisory Councils as specified in Section 104 of Part A of Public Law 90-576 are as follows:

(1) advise the state board on the development and policy matters arising in the administration of the State Plan.....including the preparation of long range and annual program plans.

(2) evaluate vocational education programs, services and activities under this title, and publish and distribute the results thereof; and

(3) prepare and submit through the State Board to the Commissioner and to the National Council an annual evaluation report.....which (i) evaluates the effectiveness of vocational education programs, services and activities carried out in the year under review in meeting program objectives set forth in the long range program plan and the annual program plan.....and (ii) recommends such changes in such programs, services, and activities as may be warranted by the evaluations.

Membership on these Advisory Councils was specified by law. Rupert Evans[1] summarized the types of membership as follows:

(1) The first type of representation on the State Advisory Council comes from groups which are or should be served by vocational and technical education. This includes persons who know the vocational needs and problems of management and labor, one or more persons representing the state industrial and economic agencies, one or more persons representative of the poor and disadvantaged and one or more people having additional knowledge of the educational needs of physically or mentally handicapped persons.

(2) Second, it includes persons who are familiar with administration of state and local vocational programs, one or more persons who are knowledgeable about vocational education but who are not involved in administration of state or local programs, and one or more persons who are familiar with programs of technical and vocational education including programs in comprehensive secondary schools.

(3) A third group represents the educational agencies within which much of vocational and technical education exists. Included here are representatives of post secondary or adult education agencies or institutions. Also included are representatives of local educational agencies, one or more persons who are representative of school boards, and one or more persons representing school systems which have a heavy proportion of disadvantaged students.

(4) Finally, in an attempt to secure at the State level the coordination which the Congress has refused to mandate at the federal level, there must be one or more persons from the comprehensive area manpower planning system of the state.

This broad representation, then, is designed to insure that these citizen evaluations are representative of the total citizenry --

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[1]Rupert N. Evans, "State Advisory Councils for Vocational Education, Papers Presented at the National Conference on Methods and Strategies for State Plan Development in Accordance with the Provisions of the Vocational Education Amendments of 1968, (Covington, Ky.: March 24-27, 1969), pp. 4-5.

citizen evaluations which Herbert Hamlin describe as the most important factor affecting public occupational education.[2]

Scope of the Study

The purposes of this study are threefold, namely: (1) to provide information on Louisiana's Vocational and Technical Education Program, including its strengths and possible weaknesses from which the State Advisory Council can draw conclusions and make recommendations; (2) to serve as a basis for reporting to the citizens of Louisiana by the State Advisory Council, and; (3) to fulfill the requirements of the State Advisory Council on Vocational Education for an annual evaluation as set forth in Part A, Section 104 of the "Vocational Education Amendments of 1968."

Upon inspection of the threefold duties presented in Public Law 90-576 previously cited, evaluation stands out as the critical function of State Advisory Councils.

> Evaluation was made the master role of the SACVEs (State Advisory Councils on Vocational Education). It is from this role, as stated unequivocally in the Vocational Education Amendments of 1968, that most of the other roles of the councils take their cue, The role of evaluation permeates all other activities of the SACVEs.[3]

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[2] Herbert M. Hamlin, Citizen Evaluation of Public Occupational Education. Center Monograph No. 1. Raleigh, North Carolina: Center for Occupational Education, North Carolina State University, 1967.

[3] Bruce Reinhart, "The Role of Evaluation for State Advisory Councils on Vocational Education," Speech presented at the National Seminar on Evaluation Systems for State Advisory Councils on Vocational Education, Northern Arizona University, July 19, 1971.

There is evidence that some of the other duties of the State Advisory Council in Louisiana have been undertaken. For example, the Council conducted six regional hearings throughout Louisiana to involve citizen participation on the Louisiana's plan for the administration of vocational education.[4] Still the fact remains that evaluation "permeates all other activities" of the State Advisory Council.

Vocational education has the support of key personnel in state and local governments. A recently appointed committee had the following to say on the importance of vocational education:

> Better opportunities for both young and adult to acquire competence in technical and related occupations is a pressing need. Both basic training in the skills required by modern industry and specific training in technical skills are deficient in the State. The educational system must provide curriculum sequences for the non-college bound student which will develop a labor force capable of working in technologically advanced industries.[5]

What follows, then, is data and other descriptive materials related to Louisiana's vocational and technical education program including an evaluation of the degree to which Louisiana has met the needs of employers and individuals for vocational and technical education.

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[4] The First Annual Report of Regional Meetings on Vocational and Technical Education, Louisiana State Advisory Council for Vocational and Technical Education, 1971.

[5] Report of The Goals for Louisiana Committee, May, 1970.

CHAPTER II

GOALS AND OBJECTIVES OF VOCATIONAL EDUCATION IN LOUISIANA

This brief chapter will address itself to the broad goals of Louisiana's program. Program objectives will be discussed more specifically later in the report.

The State Plan includes objectives which are reflective of the goals of the 1968 Vocational Amendments.

> The general objectives of vocational programs, services, and activities in Louisiana shall be to maintain, extend, and improve existing programs of vocational education so that persons of all ages in all communities of the State will have ready access to vocational training or re-training which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.[1]

The plan indicates that secondary programs will have two vocational objectives, (1) to prepare students for post secondary training and (2) to prepare students to enter the labor market. The concept of preparing for additional vocational and technical training at the post secondary level is compatible with the fact that many vocational and technical occupations are requiring increasing levels of skill and knowledge.

The vocational staff should be complimented on the detail of their state plan and its projections. These specific program

---

[1] 1972 Louisiana State Plan for the Administration of Vocational Education, Part II, p. 65.

projections will be treated in a later chapter. It should be pointed out that the projections of the staff were realistic in terms of what could be accomplished within expected budgetary and other constraints. For this assessment, however, it seemed appropriate for the study team to consider an optimum program for meeting Louisiana's needs.

At the high school level, projections seem conservative to meet the needs of youth. It seems apparent that a new look should be taken at the high school program in terms of the need to provide a more realistic educational program for all. The enrollments in vocational education seem out of balance with the fact that only about 13 percent to 20 percent can be expected to complete a 4 year degree nor is it realistic for more to do so in light of labor market requirements. While the overall enrollment percentages in vocational education programs are reasonable, many are enrolled in homemaking programs.

Not unlike some other states, or completely unique to Louisiana, Louisiana lacks a comprehensive plan for providing opportunities to all youth who can benefit from secondary and post secondary vocational or technical education. Equally important is a need to also serve adults with programs that will update their skills or provide them the opportunity to prepare for new jobs as they become available through growth in industry or the service sector.

Louisiana has been and continues to be fortunate to have extensive natural resources which have contributed heavily to the State's economy. A reasonable question is raised as to whether Louisiana has invested heavily enough in its human resources.

Table II-1 shows that Louisiana has not done well when compared with neighboring states or with the United States in erasing illiteracy. It should be pointed out that these data are somewhat out of date but serve the purpose of suggesting that newer data should be evaluated as they become available. Illiteracy in Louisiana in 1960 was more than twice the national average.

TABLE II-1

ILLITERACY OF THE POPULATION,[1] LOUISIANA, SELECTED STATES, AND THE UNITED STATES, 1900, 1930, 1960

State	Illiterate 1960	Percent Illiterate		
		1960[2]	1930	1900
Louisiana	137,000	6.3	15.1	39.6
Alabama	93,000	4.2	14.0	35.1
Arkansas	45,000	3.6	7.6	21.3
Florida	92,000	2.6	7.7	23.4
Georgia	120,000	4.5	10.4	32.1
Mississippi	71,000	4.9	14.8	34.1
Texas	272,000	4.1	7.3	15.6
United States	3,055,000	2.4	4.8	11.3

[1]Data refer to the population 15 years old and over in 1900 and 1930 and to the population 14 years old and over in 1960.

[2]Estimated.

Source: U.S. Department of Health, Education, and Welfare, Digest of Educational Statistics, 1970.

There are obviously many reasons why youth drop out of school. The fact remains, however, that the labor force is requiring increasingly higher levels of education and training. Vocational education is not a

substitute for general education but rather must build upon a satisfactory level of basic education and can be an integral part of the total education program at the high school and adult levels. Vocational education is no panacea for preventing drop outs; however, it can contribute substantially to making the educational program more meaningful to youth.

Table II-2 shows Louisiana to be the lowest among selected states in the median number of years of education completed by persons 25 years of age or older. It has done slightly better with its white population, in fact almost as good as the national average, but not as well as most of the states with its non-white population.

TABLE II-2

MEDIAN SCHOOL YEARS COMPLETED BY PERSONS 25 YEARS OLD AND OVER, BY RACE AND SEX, LOUISIANA, SELECTED STATES, THE SOUTH, AND THE UNITED STATES, 1960

Area	Median School Years Completed				
	Total				
	Both Sexes	Male	Female	White	Nonwhite
Louisiana	8.8	8.6	9.0	10.5	6.0
Alabama	9.1	8.9	9.3	10.2	6.5
Arkansas	8.9	8.7	9.1	9.5	6.5
Florida	10.9	10.6	11.1	11.6	7.0
Georgia	9.0	8.8	9.3	10.3	6.1
Mississippi	8.9	8.6	9.3	11.0	6.0
Texas	10.4	10.1	10.7	10.8	8.1
United States	10.6	10.3	10.9	10.9	8.2
South	9.6	9.1	9.9	10.4	7.1

Source: U.S. Office of Education, Digest of Educational Statistics, 1970.

In considering needs at the post secondary level, it seems highly appropriate to refer to the recent Master Plan produced by the Coordinating Council on Higher Education.[2] The main concern of this plan was obviously related to degree granting institutions.

The second and third recommendations, however, relate quite specifically to the post secondary vocational and technical schools.

> 2. Louisiana's post-secondary educational system is not providing sufficient opportunities for all of its college-age population. Moreover, if the existing vocational-technical program is not able to train the large numbers of persons needing the acquisition of skills, who are not now getting that training, then it will be necessary for the public institutions of higher education, especially the regional institutions, to involve themselves in technical knowledge programs that will give the citizens of Louisiana a broader choice of post-secondary educational opportunities.
>
> 3. Louisiana post-high school education lacks a "systems perspective" and a system of planning, allocation, and design; it has developed as a loose, unbalanced collection of institutions and procedures, operating virtually autonomously, frequently in isolation, and often in conflict with one another.

These recommendations recognize the need to expand post secondary vocational and technical education opportunities. They also suggest that the Coordination Council did not consider strongly the fact that it might be more appropriate to strengthen the current system of post secondary vocational and technical schools as opposed to saying that since they are not now meeting the need, it should be met in senior type institutions.

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[2]State of Louisiana Coordinating Council for Higher Education, Master Plan Forward Balanced Growth in Louisiana Post High School Education: Quantity and Quality, Baton Rouge, 1972.

It would seem desirable to develop a master plan for vocational and technical education which would encompass all vocational and technical education in order that those responsible for allocating resources could determine the most appropriate institutional organization for providing vocational and technical education.

Of particular concern to Louisiana's master plan should be the attention to what seems to be gaps in providing adequate training opportunities in the highly skilled and middle manpower areas. While there has been some expansion in programs and enrollments, it would appear that there are large occupational areas of which health occupations would serve as one example, that have not been given adequate attention or support.

Louisiana's population is becoming more urban as a result of increased mechanization in agriculture. This fact should be carefully considered in a master plan.

Lousiana, once a leader in the Nation in implementing the post secondary area school concept, would seem to have not kept pace with needs. Data in capital expenditures would indicate a tapering off of efforts to provide capital expenditures after the middle 1960's.

One evidence of the rather meager facilities presently existing is information taken from the property insurance section of the

Louisiana Division of Administration[3] which indicates that in 1966-67 the insured value of capital facilities for post secondary vocational schools excluding Delgado was $12,644,600 which represents what would seem to be a very meager investment as it relates to the mission. In the 1971-72 school year, the insured evaluation had increased to only $15,694,800.

The need for capitol improvements has been recognized by many leaders. At a number of the regional hearings mentioned in Chapter I,[4] the need was expressed for expanded capital outlay for the thirty-two vocational and technical schools in the state.

Looking at colleges and universities it is found that insured value of capital facilities rose from $269 million in 1966-67 to $484 million in 1971-72.

Vocational and Technical programs of less than baccalaureate length are increasing in institutions of higher education in Louisiana with an enrollment increase from 573 in 1966 to 1,940 in 1971.[5] These programs are for the most part not supported by, nor supervised by the State vocational education staff. While the growth of these programs may be desirable as a part of senior institutions, it would appear that a mission should be determined at the State level for all

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[3]Public Affairs Research Council of Louisiana, Inc., Meeting Louisiana's Need for Vocational-Technical Education: A Summary, No. 184, October, 1972.

[4]See Chapter I, footnote #4.

[5]Op. cit., Public Affairs Research Council of Louisiana, Inc., 1971, p. 28.

vocational education programs so that growth may take place in a planned coordinated manner.

Summary

The vocational State staff should be commended for their efforts in planning for the State's needs in vocational and technical education. There is need for a bold approach initiated at the highest levels of State government to consider what the nature of the optimum vocational and technical education program would be at all levels and to develop a mission statement that would reflect the size and quality of programs required to meet total needs.

CHAPTER III

THE DELIVERY SYSTEM

The quality and adequacy of vocational education programs is greatly dependent upon the organizational and institutional structure and staffing at the state level. This is particularly true in a state in which a large amount of the financial support comes from the state government as contrasted to being provided by local or regional tax revenues. Likewise, the organization for delivering educational services including the lines of authority, types of schools, and administrative structure is a key to providing adequate programs.

Following is a brief description of the administrative structure for vocational education with some discussion of possible strengths and weaknesses.

Administrative Structure

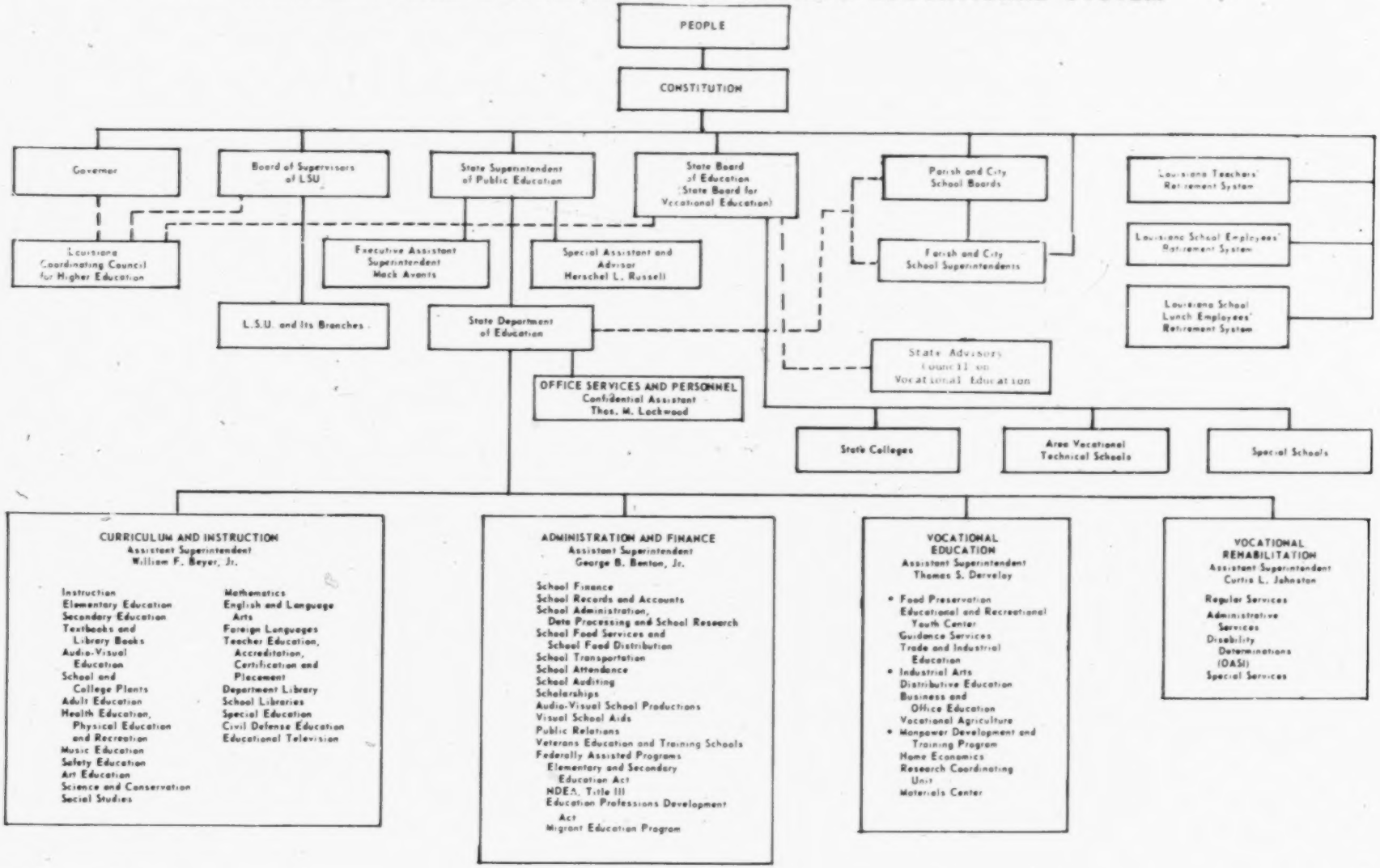
Louisiana's system of public education from kindergarten through higher education, with the exception of Louisiana State University, operates under the authority of the State Board of Education and the State Superintendent of Public Education. The State Board is an elected body composed of eleven members. Three members are elected on a staggered term basis from the three public service districts for six year terms, and eight from the congressional districts for eight year

terms. This board is the designated State Board for Vocational Education for purposes of administration of the State Plan for vocational education. The State Superintendent of Public Education, who is elected for a four year term, serves as the executive officer of the State Board.

Figure III-1, taken from the 1971-72 State Plan, shows the organizational structure for the State Department of Education. For purposes of this report it seems appropriate to present, also, the revised plan which was developed during the 1972 fiscal year, shown in Figure III-2. Several significant changes were made which probably need to be tested through actual operation to determine whether or not they are more efficient. Among the changes is the designation of a position in career education to whom the director of vocational education reports. In reality, this moves the director one more level down on the organizational chart. Also, programs funded under the Manpower Development and Training Act are removed from the responsibility of the State Director. This would not appear to be efficient since many MDTA funded programs are similar, if not the same, as regular vocational programs except for the funding source.

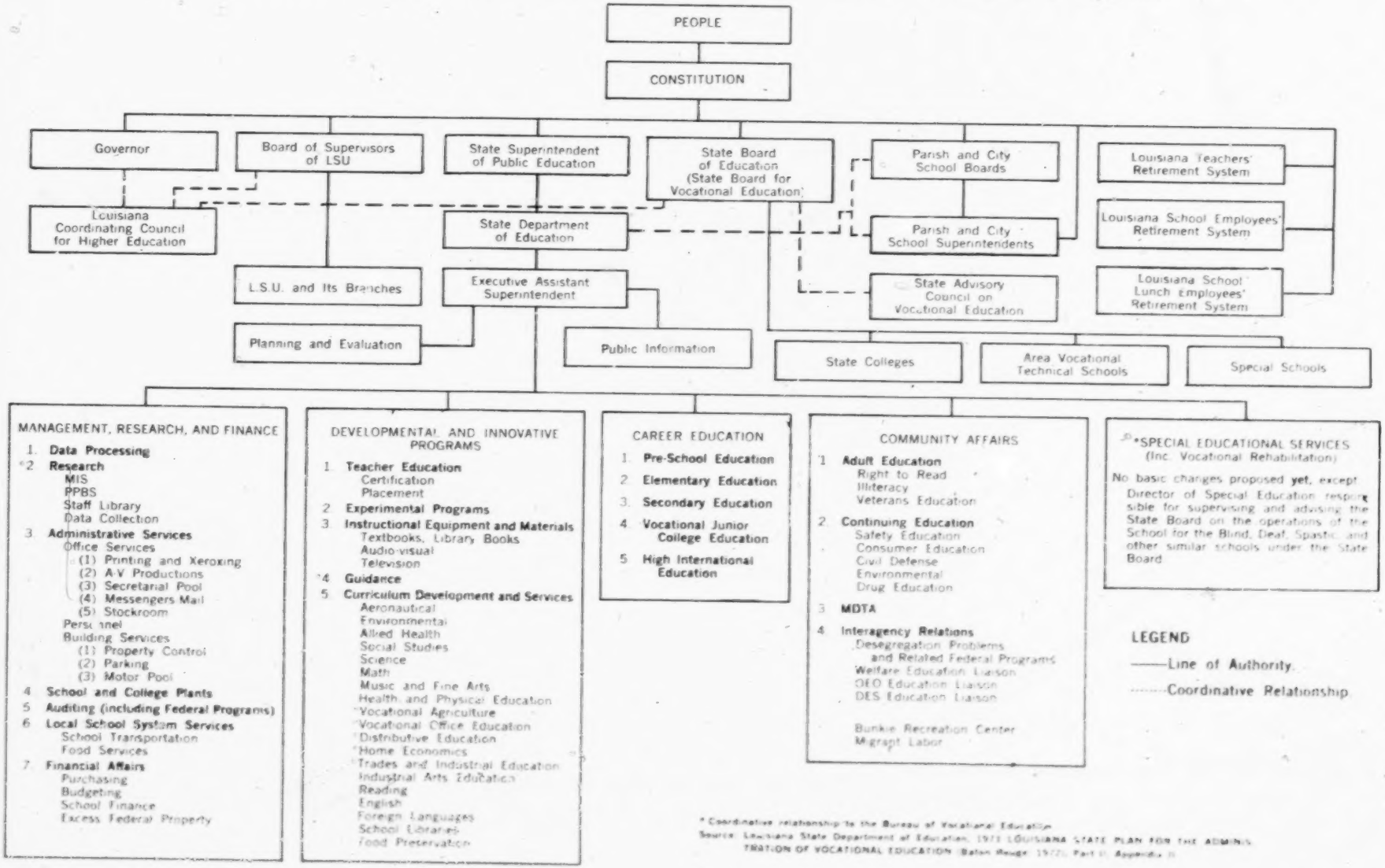
In the case of both the 1972 fiscal year organizational chart and the new chart there appears to be an inherent organizational problem as a result of certain institutions having their line of authority directly to the State Board while the staff of the State Department of Education reports to the State Superintendent who is shown on the organizational chart parallel with the State Board. This condition undoubtedly exists

FIGURE III-1 ORGANIZATIONAL STRUCTURE OF LOUISIANA'S EDUCATIONAL SYSTEM



*Not Supported from funds under P.L. 90-576

FIGURE III-2 Present Organizational Structure of Louisiana's Educational System



* Coordinative relationship to the Bureau of Vocational Education

Source: Louisiana State Department of Education, 1971 LOUISIANA STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION (Baton Rouge, 1972), Part II, Appendix B

as a result of having both an elected state board and an elected state superintendent. Louisiana is perhaps unique to the nation in this organization.

As a result of interviews with state vocational staff and others it would appear that problems do exist in the administration of vocational and technical education programs as a result of lack of a clear delegation to the State Superintendent and vocational staff of authority for program administration and supervision from the State Board.

While there is considerable agreement and discussion related to the possiblity of the state superintendent position becoming an appointive position, this may not happen in the near future, therefore, a more immediate solution would be to clarify the role of the state superintendent and the vocational director in relation to the State Board. It would seem appropriate that the State Board involve themselves only in broad policy making and entrust the professional staff with the administration and supervision of programs.

State Vocational Education Staff

Significant staff turnover has taken place in the vocational and technical education staff. While new leadership, new ideas, and new talents are highly desirable, the recent history of staffing in vocational education has been one of dramatic and periodic change.

The survey team had the opportunity to meet with the entire staff and with many members individually. The State Director appears

to be providing excellent leadership which is reflected in a staff with high morale and commitment. This is in spite of the fact that the staff is expected to assume greater loads as a result of being fewer in number. Figure III-3 shows the organizational chart for the division of vocational education and its staff during the period for which this evaluation is related. Figure III-4 shows the present bureau organizational plan for vocational education.

The organizational charts of the vocational bureau do not reflect the relationship organizationally with the secondary or post secondary schools for purposes of administration or supervision of programs. Discussions with State Staff members indicated that some clarification may be needed especially regarding how the staff relates to the post secondary schools which organizationally report to the State Board. Also it was not clear to the Study Director as to whether all staff in the occupational areas assumed leadership for programs in the two systems or whether there was some other division of labor.

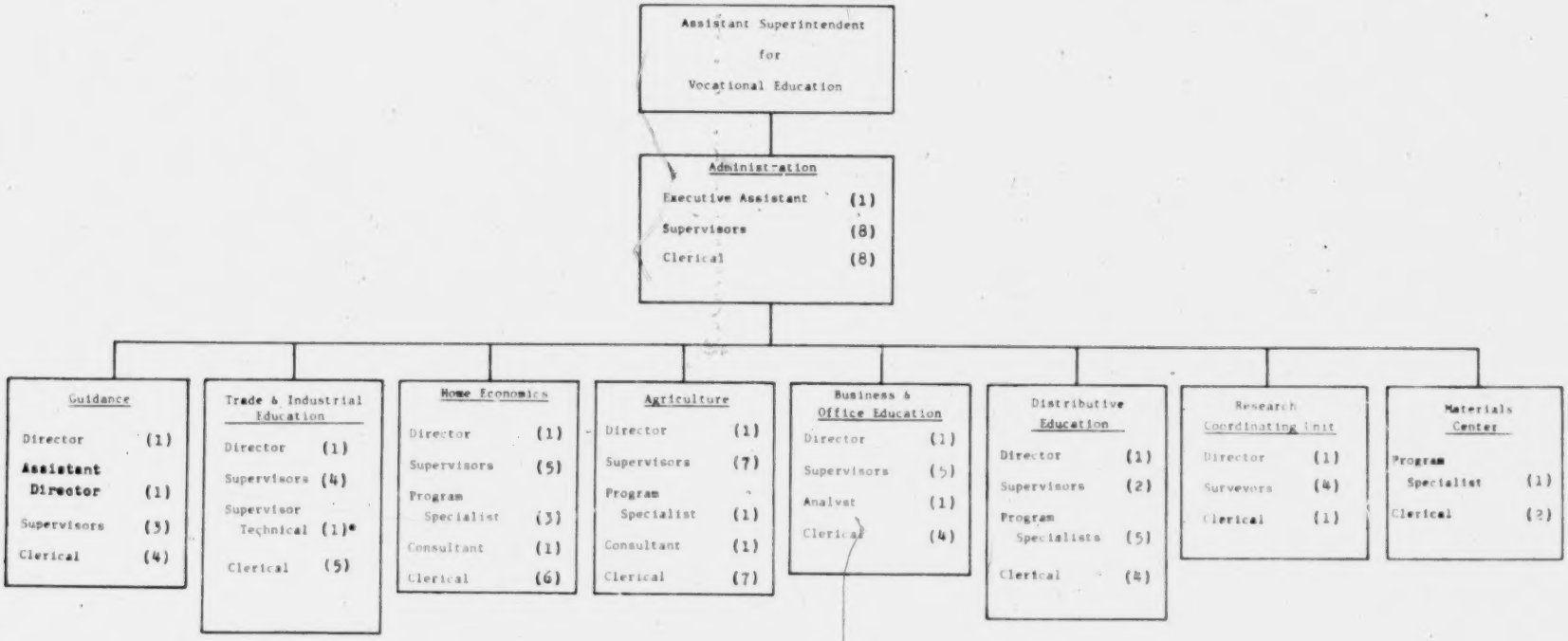
School Organization

The post secondary system is composed of 33 schools, which are state schools in the true sense since they do not have a local or regional governing board and are financed almost exclusively by the state and federal funds and are responsible directly to the State Board. The location of these schools is shown in Figure III-5.

There appears to be a need for stronger coordination of programs among these schools. Enrollments in some are quite small which raises

FIGURE III-3

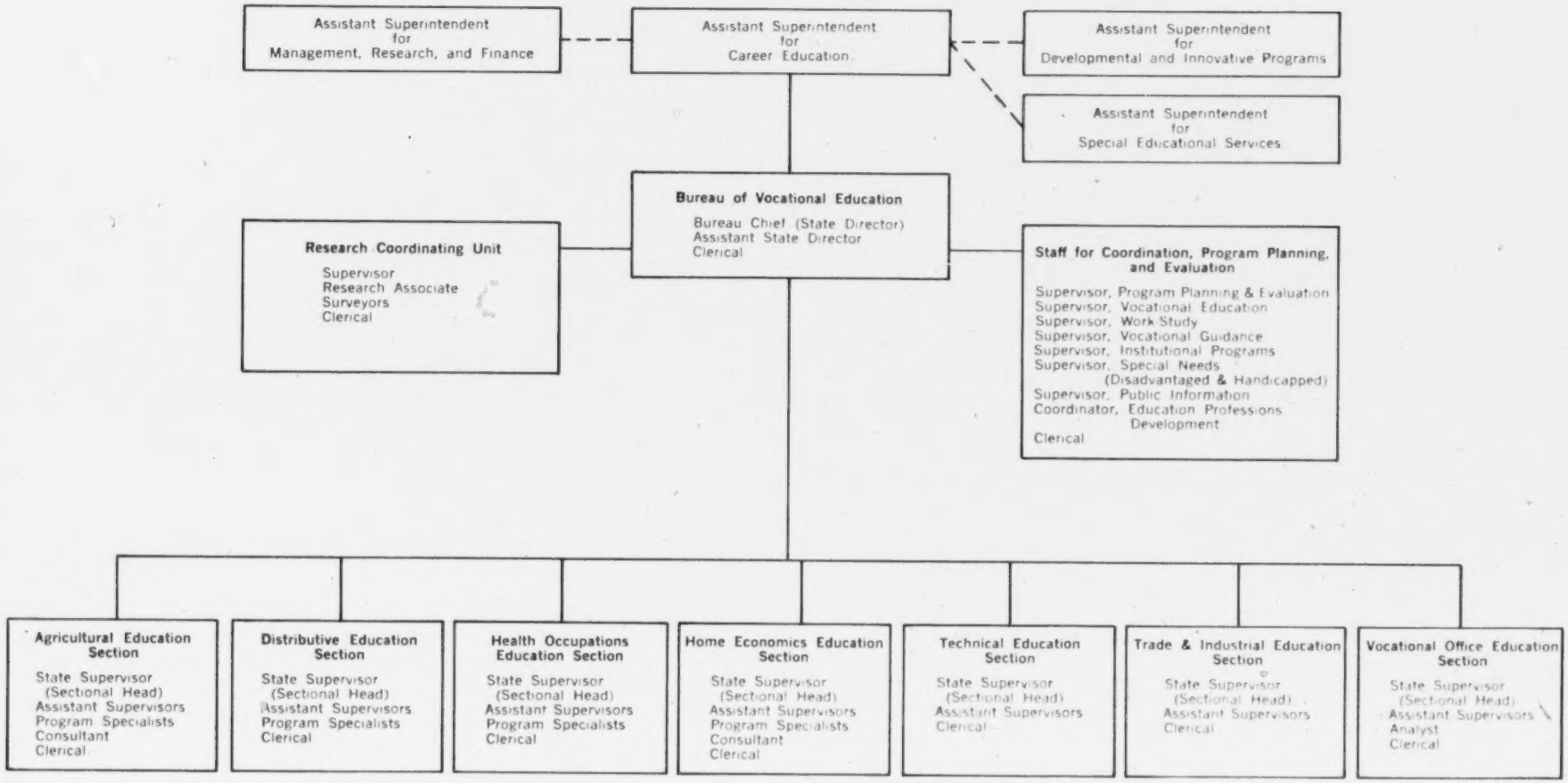
DIVISION OF VOCATIONAL EDUCATION 1/
ORGANIZATIONAL STRUCTURE - ACCORDING TO LOUISIANA STATE PLAN FOR VOCATIONAL EDUCATION



1/ Prepared April 15, 1971

* Position(s) not presently filled

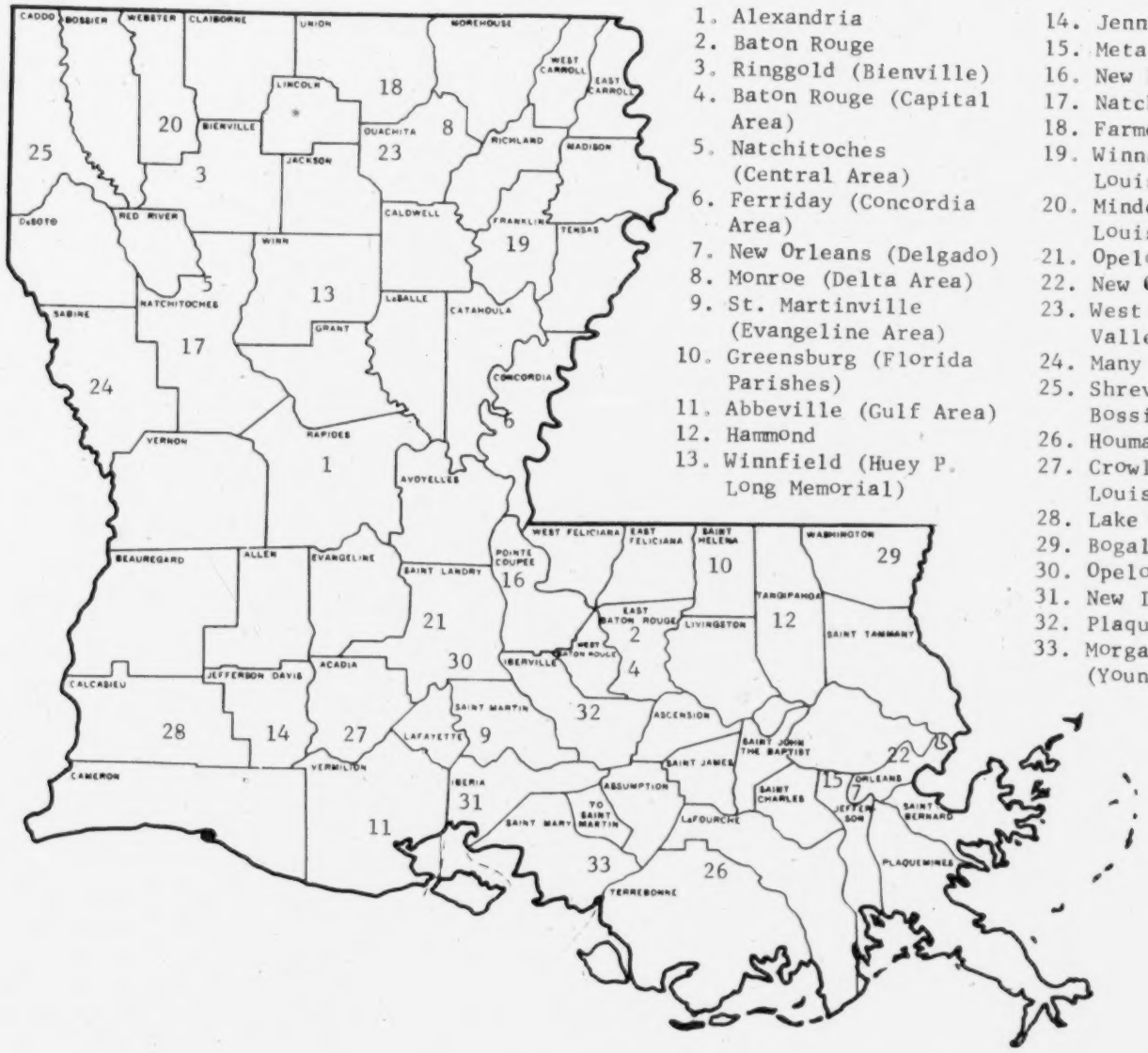
FIGURE III-4 Present Organizational Structure for Vocational Education



Source: Louisiana State Department of Education, 1973 LOUISIANA STATE PLAN FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION (Baton Rouge: 1972), Part II, Appendix III.

FIGURE III-5

LOCATION OF STATE AREA VOCATIONAL-TECHNICAL SCHOOLS IN LOUISIANA (TOWN AND SCHOOLS)



1. Alexandria
2. Baton Rouge
3. Ringgold (Bienville)
4. Baton Rouge (Capital Area)
5. Natchitoches (Central Area)
6. Ferriday (Concordia Area)
7. New Orleans (Delgado)
8. Monroe (Delta Area)
9. St. Martinville (Evangeline Area)
10. Greensburg (Florida Parishes)
11. Abbeville (Gulf Area)
12. Hammond
13. Winnfield (Huey P. Long Memorial)
14. Jennings (Jefferson Davis)
15. Metairie (Jefferson)
16. New Roads (Memorial Area)
17. Natchitoches
18. Farmerville (North Central)
19. Winnsboro (Northeast Louisiana)
20. Minden (Northwest Louisiana)
21. Opelousas
22. New Orleans (Orleans Area)
23. West Monroe (Ouachita Valley)
24. Many (Sabine Valley)
25. Shreveport (Shreveport-Bossier)
26. Houma (South Louisiana)
27. Crowley (Southwest Louisiana)
28. Lake Charles (Sowela)
29. Bogalusa (Sullivan)
30. Opelousas (T. H. Harris)
31. New Iberia (Teche Area)
32. Plaquemine (Westside)
33. Morgan City (Young Memorial)

the question of whether they are sound economic program units. Some discussions have taken place about possible regionalization or districting. A very strong point in their present organization is that they are State operated without geographical boundaries which should make it possible for the State to develop a master plan and to make whatever changes seem necessary to improve the educational services to youth and adults in an efficient manner.

Some secondary students are served in these schools. This is commendable especially when the schools are used to provide more specialized work than is available at the high school level. Care should be taken that they are not used as the way out for high schools for their "problem youth".

The secondary vocational education programs are conducted in the sixty-four parishes which include two city systems making a total of sixty-six administrative units. These units operate under a parish board of education which administers funds raised through local taxes. In addition, they receive funds from state sources.

Summary

This chapter has been addressed to the organization for the delivery of vocational and technical education services. There is strength in the two parallel systems which appear to be operating compatibly.

Administrative and supervisory plans need to be given consideration with the goal of providing stronger state leadership.

CHAPTER IV

PEOPLE AND PROGRAMS

Louisiana's population flows are not unlike the trends that are dominant across the country. Population growth exceeded a twenty percent increase from 1950 to 1960 while dropping to a 11.8 percent increase of growth from 1960 to 1970. This pattern of "leveling off" is one that is predominent among the 50 states. Figure IV-1 shows where the major population centers are located and gives some idea of the complexity of providing vocational education opportunities for everyone.

Louisiana is similar to the rest of the United States in the shift of population away from rural areas to the urbanized areas, especially the urban fringe areas. Table IV-1 documents this rather dramatic decrease and increase respectively. Whereas 45.2 percent of Louisiana's population resided in rural areas in 1950, in 1970 only 33.9 percent claim the rural areas as their homes. This has rather important implications for vocational educators as will be seen later.

FIGURE IV-1

POPULATION CENTERS
IN LOUISIANA

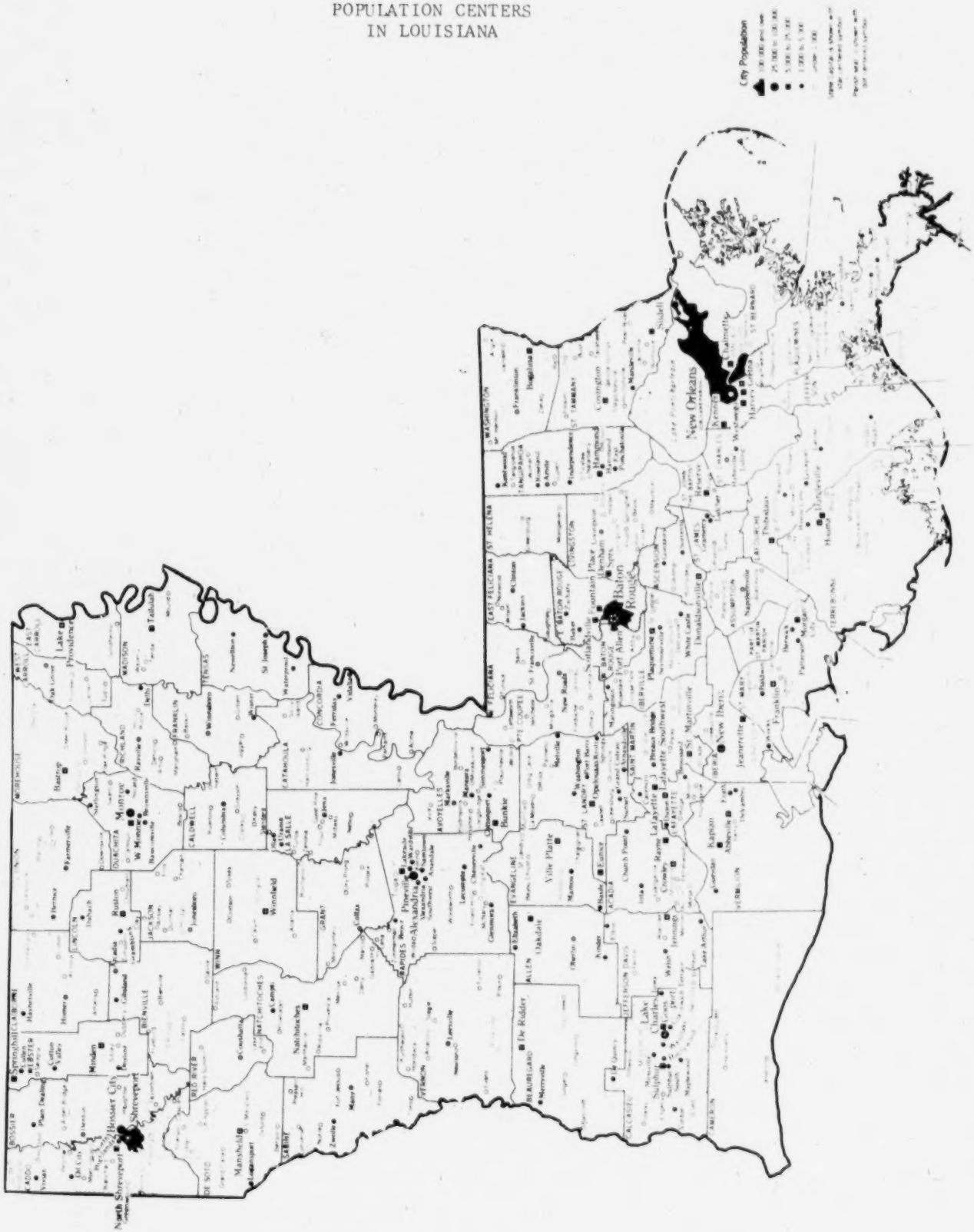

City Population
New Orleans
Baton Rouge
Shreveport
Bossier City
Monroe
West Monroe
Alexandria
Pineville
Natchitoches
Lake Charles
Houma
Thibodaux
Morgan City
Hammond
Slidell
Covington
Bogalusa
Franklinton
Amite
Ponchatoula
Hammond
Independence
Kentwood
Tangipahoa
Tickfaw
Springfield
Ponchatoula
Albany
Denham Springs
Livingston
Walker
Gonzales
Prairieville
Donaldsonville
Napoleonville
Thibodaux
Houma
Morgan City
Patterson
Berwick
Franklin
New Iberia
St. Martinville
Jeanerette
Breaux Bridge
Lafayette
Opelousas
Eunice
Crowley
Rayne
Abbeville
Kaplan
Vermilion
Cameron
Sulphur
Lake Charles
DeRidder
Leesville
Many
Mansfield
Logansport
Coushatta
Minden
Homer
Haynesville
Springhill
Plain Dealing
Benton
Bossier City
Shreveport
Natchitoches
Winnfield
Jonesboro
Ruston
Farmerville
Bastrop
Oak Grove
Tallulah
Lake Providence
Waterproof
St. Joseph
Newellton
Vidalia
Ferriday
Jonesville
Harrisonburg
Winnsboro
Delhi
Rayville
Monroe
West Monroe
Oak Ridge
Columbia
Jena
Trout
Olla

TABLE IV-1

RESIDENCE OF THE POPULATION, LOUISIANA, 1950-1970

	1950		1960		1970	
	Total	Percent	Total	Percent	Total	Percent
Urban	1,471,696	54.8	2,060,606	63.3	2,406,150	66.1
Urbanized areas	948,840	35.4	1,416,966	43.5	1,703,126	46.8
Central cities	823,280	30.7	1,059,927	32.5	1,142,809	31.4
Urban fringe	125,560	4.7	357,039	11.0	560,317	15.4
Other urban	522,856	19.5	643,640	19.8	703,024	19.3
Rural	1,211,820	45.2	1,196,416	36.7	1,235,156	33.9

Source: U.S. Bureau of the Census, U.S. Census of Population, 1960, General Population Characteristics, Lousiana; 1970 Census of Population, First Count Summary Tape.

Table IV-2 offers a more in depth review of population characteristics in Louisiana. Growth and decline patterns are of tremendous importance to educational planners, and more specifically to vocational education planners.

TABLE IV-2

SUMMARY OF GENERAL POPULATION CHARACTERISTICS FOR LOUISIANA
1970

	Number	Percent Change 1960 1970	Percent Negro & other races	Percent under 18 years	Percent 18 to 64 years	Percent 65 years and over
Louisiana	3,641,306	11.8	30.2	38.1	53.5	8.4
Size of Place						
Urban	2,406,150	16.8	31.0	36.6	55.1	8.3
Urbanized Areas	1,703,126	20.2	31.4	36.5	55.5	8.0
Central Cities	1,142,809	7.8	38.7	34.7	55.7	4.8
Urban Fringe	560,317	56.9	16.4	40.2	55.0	4.8
Other Urban	730,024	9.2	30.0	37.0	54.1	8.9
Places of 10,000 or more	342,730	5.4	28.1	35.9	55.6	8.5
Places of 2,500 to 10,000	360,293	13.1	31.8	38.1	52.6	9.3
Rural	1,235,156	3.2	28.7	41.0	50.3	8.7
Places of 1,000 to 2,500	139,250	7.0	32.0	39.6	49.8	10.6
Other Rural	1,095,906	2.8	28.3	41.1	50.4	8.5

Source: General Population Characteristics, Louisiana, 1970.

Coupled with the radical changes taking place in work roles, population trends and mobility add an increasing complexity to the task of long-range planning in vocational education. A further elaboration on this point will be pursued in Chapter V of this report, the Labor Market.

Another discomforting variable that must be considered is the dropout rate of students. While it tends to vary among states, in some

some areas as many as 50 percent of the first graders drop out before high school graduation. As distrastrous as the figure might seem, the lack of consistence in dropout rate among districts contributes to the prevention of possible solutions to this problem. Figure IV-2 which considers dropouts during only high school years, demonstrates the intricacies of the dilemma in Louisiana.

Programs and Enrollments

Enrollments presented in Table IV-3 show a tapering off in the steady increase of secondary enrollments that was evident in the late 60's. Many reasons may be offered for this decline in growth rate. One important reason may be that adequate programs were just not available.

TABLE IV-3

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS BY LEVEL
STATE OF LOUISIANA, 1967-1972

Level	1972	1971	1970	1969	1968	1967
Enrollæs--Total	176,387	174,403	165,481	167,626	154,823	121,915
Secondary	126,259	126,281	123,141	117,073	102,025	72,980
Post Secondary	19,375	19,076	15,801	16,282	15,306	14,088
Adult	30,753	29,046	26,539	33,196	36,313	34,135
Persons With Special Needs		1,418	1,112	1,075	1,179	712
Disadvantaged	(69,050)	(55,577)	(48,403)			
Handicapped	(1,163)	(1,048)	(615)			

*Source: State Department of Education, Baton Rouge, Louisiana.

FIGURE IV-2

SCHOOL DROPOUTS, GRADES 9-12
1970

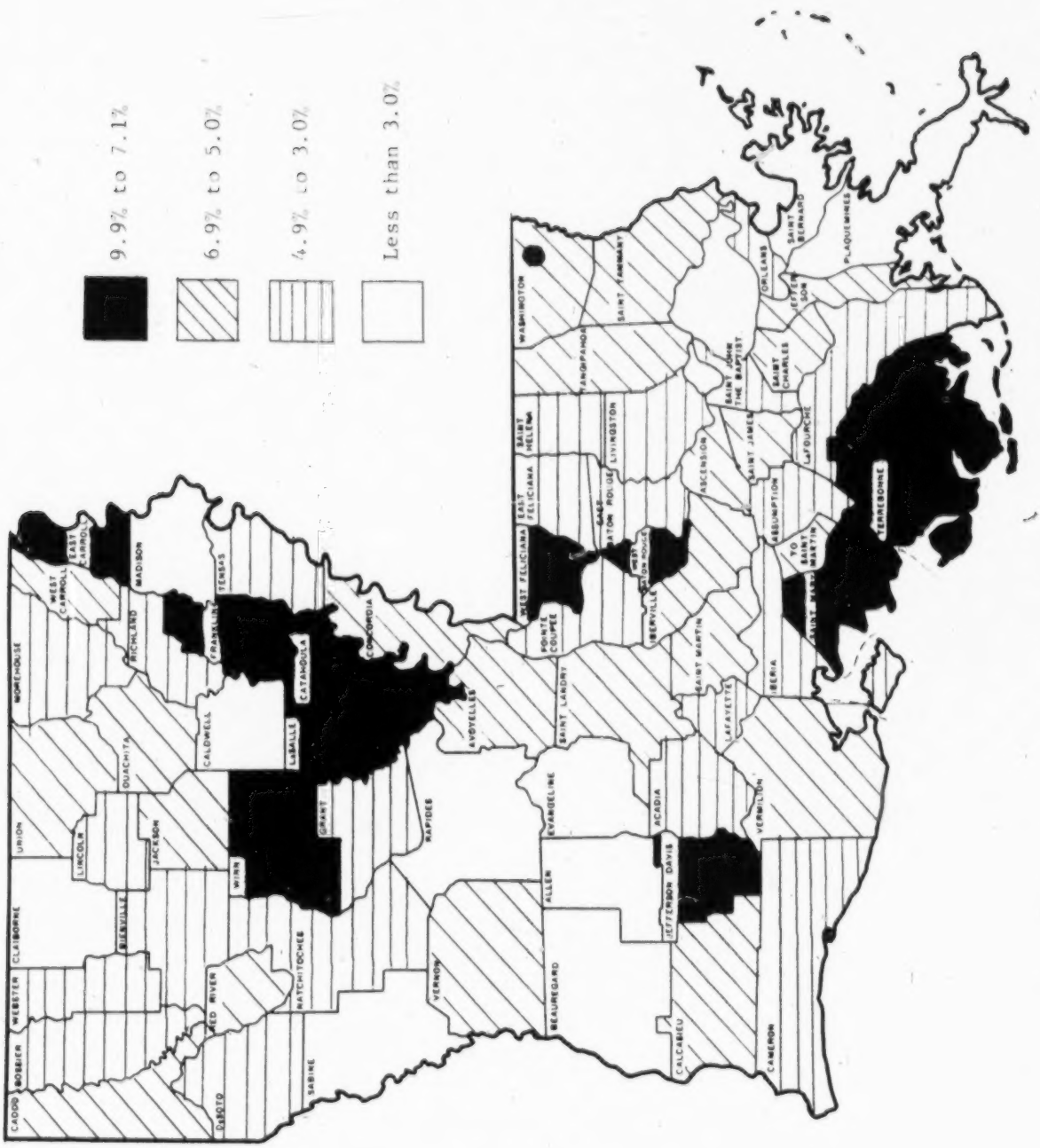


Table IV-4 gives a picture of where secondary students are enrolled, plus describing the growth of FY 1972 over FY 1971.

TABLE IV-4

SECONDARY ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
1971-1972

Program	1971 Enrollment	1972 Enrollment
Agriculture	18,169	17,871
Distributive	3,819	4,029
Health	99	251
Home Economics	52,731[1]	54,418[1]
Office	48,067	43,652
Technical	17	24
Trade and Industry	3,379	6,014
Total	126,281	126,259

[1]Includes Part F Enrollments.

But the future holds some promising developments. Secondary enrollments for FY 1972 show that over 50 percent of students in secondary schools are enrolled in vocational programs. This is highly commendable; however, if the enrollments are analyzed, it is seen that approximately 40 percent are in general home economics. This leaves about 60 percent of the enrollment in occupationally oriented programs. This analysis is not to depreciate the need for home economics but rather to place in perspective numbers being trained for the labor market.

Consideration, however, should be given to program improvement and expansion. Some interesting new developments are of note. Two programs in practical nursing have been initiated on the secondary level, partially filling a void that has existed in health occupations. What is being considered as the largest single employer cluster within the next decade might surely receive additional support on the secondary level.

The enrollment increases in the area of trades and industry lend credence to the fact that vocational educators have their sights set on the demand of the labor market.

In summary, while students have been enrolled in substantial numbers in vocational programs on the secondary level in Louisiana, the opportunities for occupational education for youth must be increased and further strengthened by new program development and implementation. Louisiana's changing work force deserves and demands this sort of attention.

As additional evidence of the need to expand secondary vocational and technical education program, a recent survey[1] showed that forty-two of the sixty responding parish superintendents felt that the need for more vocational education in their parish was critical, while the remaining eighteen saw it as a moderate need.

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[1]Public Affairs Research Council of Louisiana, Inc., Vocational-Technical Education in Louisiana, Draft Copy, 1972. Sixty out of a total of sixty-six parish superintendents responded to the questionnaire.

Post Secondary

Post Secondary enrollments have also shown rather modest increases in recent years as can be seen from Table IV-3. Table IV-5 displays very little increase in enrollments in specific programs from FY 1971 and FY 1972. One noticable service area missing from this data is the area of agriculture. At the present time, agriculture education programs are completely absent from the 33 area vocational-technical schools in Louisiana. With the increasing technology in

TABLE IV-5

POST SECONDARY ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
1971-1972

Program	1971 Enrollments	1972 Enrollments
Distributive	80	125
Health	1,960	1,918
Home Economics	293	288
Office	5,772	5,921
Technical	2,255	2,596
Trade and Industry	8,716	8,527
Total	19,076	19,375

Source: State Department of Education, Baton Rouge, Louisiana.

agriculture and the need for persons in agriculture related service industries, it would appear that several high quality postsecondary programs at the postsecondary level might be needed. Plans are underway at the Bureau of Vocational Education to develop new programs. Figure IV-3 and IV-4 list the programs currently offered in these 33 area vocational-technical schools and their location in Louisiana.

Table IV-6 presents the percentage of the total vocational enrollment that are postsecondary students for FY 1971. This table also shows the average percentage of the United States. As can be seen, the percentage in Louisiana is somewhat lower than the national mean.

TABLE IV-6

POST SECONDARY VOCATIONAL EDUCATION ENROLLMENT, 1970-71, AS A PERCENT OF TOTAL VOCATIONAL EDUCATION ENROLLMENT

	Post Secondary Vocational Education Enrollment 1970-71	Total Vocational Education Enrollment 1970-71	Percent of Post Secondary Vocational Education Enrollment to Total Vocational Education Enrollment
U.S. Total	1,141,071	9,148,506	12.5
Louisiana	19,076	174,373	10.9

Source: "Learning A Living Across the Nation Project Baseline, Baseline Year, 1970-71," Dr. Arthur M. Lee, Project Director, Northern Arizona University, Flagstaff, Arizona; Prepared for the National Advisory Council on Vocational Education, November, 1972, Government Printing Office, Washington, D.C.

FIGURE IV-3

PROGRAMS OFFERED IN STATE VOCATIONAL-TECHNICAL SCHOOLS

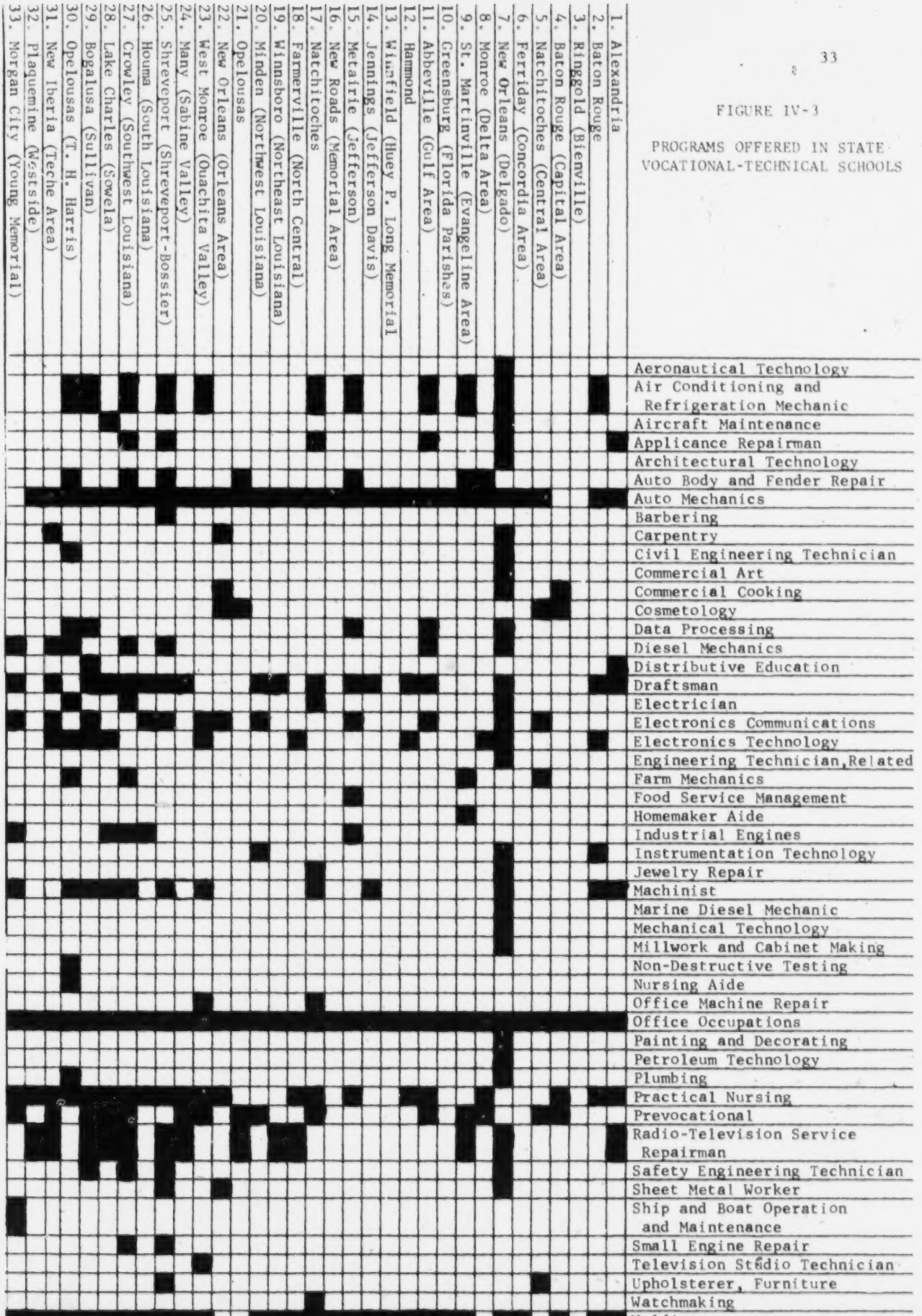
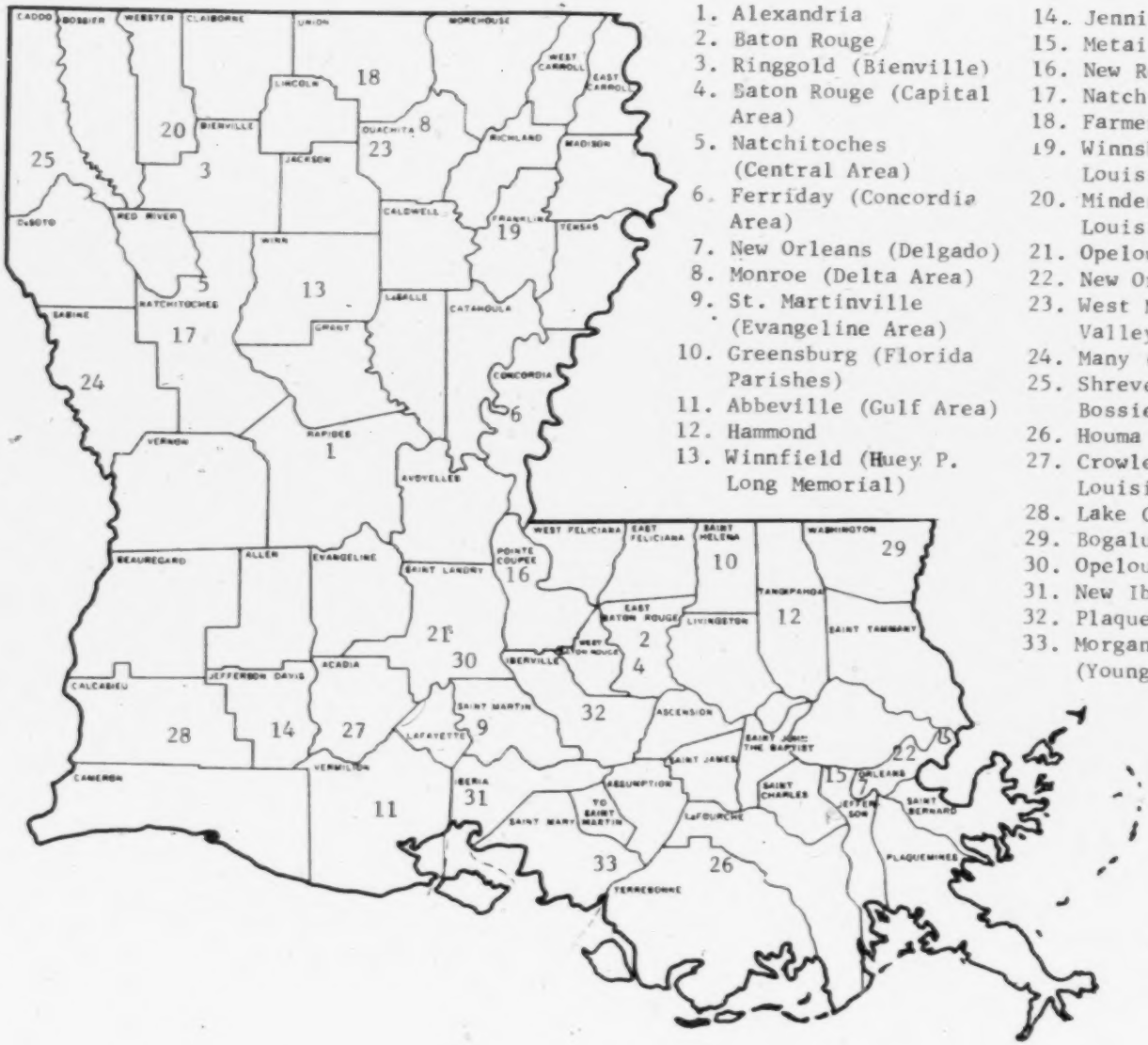


FIGURE IV-4

LOCATION OF STATE AREA VOCATIONAL-TECHNICAL SCHOOLS IN LOUISIANA (TOWN AND SCHOOLS)



1. Alexandria
2. Baton Rouge
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25. Shreveport (Shreveport-Bossier)
26. Houma (South Louisiana)
27. Crowley (Southwest Louisiana)
28. Lake Charles (Sowela)
29. Bogalusa (Sullivan)
30. Opelousas (T. H. Harris)
31. New Iberia (Teche Area)
32. Plaquemine (Westside)
33. Morgan City (Young Memorial)

The 1972 State Plan for the Administration of Vocational Education projects increases at only a nominal rate.[2] While projections for increase are probably realistic in terms of present program restraints as a result of limited facilities and financial resources, they seem too conservative to meet either employment needs or provide training opportunities in great enough numbers to meet the demands of those who seek to be trained.

New and expanded programs should be considered to meet the needs of the citizens and the economy of Louisiana. Interviews with State Department of Education Staff reveal that many students cannot be enrolled in present programs in most of the 33 area vocational-technical schools.

Adult

Table IV-7 reveals a slight growth in adult education in Louisiana. From interviews with key personnel, adult programming has proceeded in a satisfactory manner. Although most of the instruction is performed in the parish school system, the majority of improvements suggested for the 33 area vocational-technical schools would greatly enhance the potential vocational and technical offerings to adults in Louisiana.

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[2] The 1972 Louisiana State Plan for the Administration of Vocational Education, Part II, Long-Range Program Plan Provisions, p. 80.

TABLE IV-7

ADULT ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS

Program	1971 Enrollment	1972 Enrollment
Agriculture	1,793	1,527
Distributive	5,405	5,999
Health	1,319	2,378
Home Economics	1,467	1,799
Office	6,167	5,342
Technical	1,281	977
Trade and Industry	11,614	12,731
Total	29,046	30,753

*Source: State Department of Education, Baton Rouge, Louisiana.

Assessment

Many models in evaluation proceed along the lines of identifying goals and objectives, collecting information, and then analyzing such data against the stated goals and objectives. J. Martin Robertson has recently released a model that could be used in conducting annual evaluation reports for state advisory councils. In it he states,

> The reporting of data should be within the framework of the goals, criterion questions, and quantitative measures. It should be reemphasized that the scope of the evaluation

> is defined by the goals.... The report should reflect the scope indicated by the goals and should interpret data relative to the goals.[3]

If this be the case, Table IV-8 shows that Louisiana has indeed completed its task. Each of the enrollment projections in the 1972 FY

TABLE IV-8

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
STATE PLAN PROJECTIONS
1972

Level of Program	Total Enrollment	State Plan Projections
Secondary-Elementary	126,259	124,327
Post-Secondary	19,375	16,359
Adult	30,753	27,697
Disadvantaged	(69,050)	(51,238)
Handicapped	(1,163)	(1,143)
Total	176,387	168,383

*Source: State Department of Education, Baton Rouge, Louisiana
1972 Louisiana State Plan for Vocational Education

State Plan has been bettered by actual enrollment numbers in 1972. It has been stated, however, that for the most part these projections seem at best, extremely conservative.

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[3] J. Martin Robertson, "An Evaluation System for State Advisory Councils of Vocational Education," (Athens, Georgia: University of Georgia, Division of Vocational Education, 1972), p. 23.

Inspection of the rates of change in enrollments in Louisiana and the United States over the last seven years as seen in Table IV-9 reveal comparable rates of growth; but closer examination shows that while Louisiana's rate of increase was relatively high in the late 1960's, it has tapered off dramatically over the first few years of this decade.

TABLE IV-9

ENROLLMENTS AND PERCENTAGE INCREASE IN FEDERALLY AIDED VOCATIONAL-TECHNICAL EDUCATION FISCAL YEARS 1965-1972

Fiscal Year	Enrollment in Louisiana	Enrollment in United States	Percent Change from last fiscal year in Louisiana	Percent Change from last fiscal year in United States
1965	103,778	5,430,611	NA	NA
1966	110,117	6,070,059	6.1	11.7
1967	121,915	7,047,501	10.7	16.1
1968	154,823	7,533,936	27.0	6.9
1969	167,626	7,979,366	8.3	5.9
1970	165,481	8,794,000	-1.3	10.2
1971	174,403	9,143,890	5.4	4.0
1972	176,387	NA	1.1	NA

NA - Not Available

Source: U.S. Office of Education, Digest of Annual Report of State Boards for Vocational Education; Vocational and Technical Education Annual Report; Manpower Report of the President, March, 1972; State Department of Education, Baton Rouge, Louisiana.

A final comment must be directed to the proportion of disadvantaged and handicapped students served by vocational education in Louisiana. Table IV-8 shows that Louisiana has met its State Plan's objectives for serving these priority people. While Table IV-10 reveals a large jump over the national average in numbers of disadvantaged being served, the number of handicapped students served through vocational education is at an alarming small percentage. This survey team had neither the time nor the resources to make an extensive

TABLE IV-10

PERCENT OF DISADVANTAGED AND HANDICAPPED STUDENTS IN TOTAL VOCATIONAL EDUCATION ENROLLMENTS, 1970-71

	Percent of Disadvantaged Students in Total Vocational Education	Percent of Handicapped Students in Total Vocational Education
U.S. Mean	13.3	1.9
Louisiana	31.9	0.6

Source: "Learning a Living Across the Nation, Project Baseline, Baseline Year, 1970-71," Dr. Arthur M. Lee, Project Director, Northern Arizona University, Flagstaff, Arizona, Prepared for the National Advisory Council on Vocational Education, November, 1972, Government Printing Office, Washington, D.C.

investigation into this crucial area, but it is suggested a further study, perhaps by the Louisiana State Advisory on Vocational Education, be undertaken to determine whether the needs of this interest group are indeed being met.

CHAPTER V

LABOR MARKET

This report in an earlier chapter has addressed itself to vocational education's obligation to meet the needs of people. This chapter examines vocational and technical education need as it relates to the labor force.

Much has been written about the need for accurate manpower information for vocational education planning.

> If vocational education has become the educational whipping boy of the 1960's (or 1970's) — and there is evidence that it has — the focal point of the attack is clearly its lack of responsiveness to an everchanging labor market. Whereas we may be willing to encourage the idle pursuit of knowledge in grade school, academic high school, and universities, and even rejoice in the "consumption efforts," we have little tolerance for such aimlessness in vocational and technical education.[1]

The above statement is that of a labor economist. The problem for vocational and technical educators is quite complex in that labor market data is usually not precise; it most often relates to the Nation, a state, or other large employment area. Our population is quite mobile which raises the question about which labor market area should be considered in designing programs. Local surveys, while

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[1]Gerald G. Somers, "The Response of Vocational Education to Labor Market Changes, The Journal of Human Resources, Supplement, 1968, p. 32.

helpful, often lack precision in projecting major industry expansions or perhaps reductions.

Inspite of the problems ennumerated above, vocational educators are challenged and in fact required by the Vocational Education Amendments of 1968 and its regulations to justify programs based on manpower requirements. They are required also to work with manpower agencies including specifically the State Employment Service to determine manpower needs.

The "1972 Louisiana State Plan for the Administration of Vocational Education," Part II, includes the work of the State Staff in determining labor market needs as a basis for program planning in Louisiana. The Staff should be commended for this compilation of data. It is evident that they did secure the cooperation of the Louisiana Department of Employment Security which has a major responsibility in manpower projections and in compiling the information. Table V-1, taken from the State Plan, provides a comprehensive summary of employment opportunities related to vocational education programs.

TABLE V-1

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS

LABOR DEMAND AND SUPPLY SUMMARY 1/

State Louisiana

Fiscal Year Ending June 30, 1972

OE Code 2/	Instructional Program	Current Employment	Projected Expansion and Replacement Needs 3/		Projected Labor Supply			
					Vocational Education Output 4/		Other Sectors Output 5/	
			1972	1976	1972	1976	1972	1976
	TOTAL	1,085,569	86,853	100,216	30,017	36,964	11,337	14,679
01	Agri. - Production	81,801	3,265	2,892	2,127	1,895	-0-	-0-
01	Agri. - Off-Farm	22,399	1,448	1,834	1,203	1,453	151	336
04	Distribution and Marketing	215,700	16,290	18,390	2,896	3,608	384	544
07	Health	37,842	7,480	11,032	959	1,831	450	675
09	Home Economics - Gainful	43,531	3,593	4,463	395	747	96	239
14	Office	241,700	21,343	23,858	19,637	21,650	1,630	1,987
16	Technical	30,100	4,021	5,111	300	552	214	362
17	Trades and Industry	412,496	29,413	32,636	2,500	5,228	8,412	10,536

1/ Data from Employment Service and other sources.

2/ List in numerical order by broad occupational category (2-digit code) and by instructional programs within categories (6-digit code). Tables 1-a, 1-b, 1-c, and 1-d provide 6-digit data for selected occupations for the State and for three labor market areas.

3/ Include only total expansion and replacement needs; not total employment figures.

4/ Number trained through vocational education programs available for work to meet labor expansion and replacement needs.

5/ Number trained from all other sources available for work to meet labor expansion and replacement needs.

Source: 1972 Louisiana State Plan for the Administration of Vocational Education, Part II.

It is readily seen that the output from vocational and technical education and other sources fall far short of meeting the needs in many of the service areas. This fact was recognized by those developing the Plan. The following paragraph, taken from the Plan, not only gives strong evidence to this fact, but also suggests that they have given consideration to national projections and trends in manpower.

> Vocational education output in terms of meeting labor market demands is well below total needs. Sources of trained personnel other than vocational education do not materially affect the shortages by occupational categories in labor market expansion and replacement requirements. As noted in the report, "Manpower Requirements Due to Expansion and Replacement for 1970 and 1975", Louisiana will shortly experience changes in its economy beyond that of the country as a whole. Changes in technology are very apt to have pronounced effects on employment and training needs. Economic expansion will undoubtedly make the fullest use of available job classifications with new and emerging occupations becoming important in the planning of vocational education programs to meet employment opportunities. Those occupations with more exacting requirements in training and education will probably show the fastest growth during the 1970-1975 period. The U.S. Department of Labor has indicated that the growth of employment opportunities in the nation requiring skills and technical knowledge will move twice as fast as the overall job openings. It seems very probable that this assumption will apply with equal force to Louisiana.[2]

Another evidence of the fact that Louisiana should look toward expansion of its vocational and technical programs is a statement taken from a 1971 study[3] which stated that industry representatives indicated that a lack of a qualified skilled labor force was the greatest deterrent to Louisiana's industrial growth.

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[2] The 1972 Louisiana State Plan for the Administration of Vocational Education, Part II, Long-Range Program Plan Provisions, p. 1.

[3] Public Affairs Research Council of Louisiana, Inc., Industry Rates Louisiana, March, 1971.

Table V-2 provides data on actual and projected employment by industry groups. While it cannot be assumed that there may not be need for expansion to meet replacement needs in the more stable employment occupations, it is important to give maximum attention to the growth areas. Also, in areas such as agriculture, the training needed may be quite different from that which has been traditionally provided.

In addition to reviewing actual and projected numbers of employees by industry groups as shown in Table V-2, Table V-3 shows the percentage of change in employment by industry groups.

Vocational Education has traditionally made one of its greatest contributions in the area of training farmers and farm workers. Agriculture will remain important to the economy of Louisiana; however, as evident from Table V-4, the actual numbers and the percent of the population engaged in farming has decreased.

TABLE V-2

STATE OF LOUISIANA: EMPLOYMENT BY INDUSTRY, 1960, 1967 AND 1985
(In Thousands)

Industry	1960 Actual		1967 Actual		1985 Projected	
Total Employment	1,088.0	(100.0)	1,305.5	(100.0)	1,899.2	(100.0)
Agriculture	152.2	(14.0)	97.0	(7.4)	30.3	(1.6)
Mining	45.1	(4.1)	52.2	(4.0)	64.1	(3.4)
Oil and Gas Extraction	41.3	(3.8)	48.7	(3.7)	59.4	(3.7)
Contract Construction	77.9	(7.2)	125.6	(9.6)	194.2	(10.2)
Manufacturing	146.0	(13.4)	178.6	(13.7)	240.5	(12.7)
Durable	52.7	(4.8)	81.7	(6.3)	114.6	(6.03)
Lumber and Wood	21.2	(1.9)	18.5	(1.4)	12.3	(0.6)
Stone, Clay and Glass	7.1	(0.7)	8.3	(0.6)	19.1	(1.0)
Fabricated Metal	7.2	(0.7)	11.2	(0.9)	23.7	(1.2)
Machinery	4.8	(0.4)	7.7	(0.6)	16.0	(0.8)
Transportation Equipment	8.9	(0.8)	16.2	(1.2)	21.2	(1.1)
Nondurable	94.3	(8.7)	96.9	(7.4)	125.9	(6.6)
Food and Kindred	33.9	(3.1)	32.9	(2.5)	22.3	(1.2)
Paper and Allied	17.6	(1.6)	15.8	(1.2)	16.1	(0.9)
Chemicals and Allied	16.4	(1.5)	21.5	(1.6)	25.8	(1.4)
Transportation, Communications and Public Utilities	96.7	(8.9)	104.1	(8.0)	145.9	(7.7)
Wholesale and Retail Trade	214.5	(19.7)	260.0	(19.9)	373.2	(19.7)
Wholesale	52.6	(4.8)	65.1	(5.0)	96.4	(5.1)
Retail	161.9	(14.9)	194.9	(14.9)	276.8	(14.6)
Finance, Insurance and Real Estate	37.1	(3.4)	47.9	(3.7)	85.1	(4.5)
Services	173.3	(15.9)	239.7	(18.4)	444.2	(23.4)
Government	145.2	(13.3)	200.4	(15.4)	321.7	(16.8)
Federal	25.0	(2.3)	31.2	(2.4)	35.1	(1.8)
State and Local	120.2	(11.0)	169.2	(13.0)	286.6	(15.1)

Source: U.S. Department of Agriculture, Agricultural Statistics, 1961-1968; U.S. Department of Labor, Bureau of Labor Statistics, Employment and Earnings Statistics for States and Areas 1939-67, Tomorrow's Manpower Needs, Bulletin 1606 (Washington: 1969) and The U.S. Economy in 1980, Bulletin 1673 (Washington: 1970); see text for methodology and computation of 1985 projections as cited in James A. Papke and Dr. John Legler "State, Area and Parish Manpower Projections for Louisiana to 1985" in Master Plan Supplement, State of Louisiana Coordinating Council for Higher Education, Baton Rouge, Louisiana, 1972.

TABLE V-3

PER CENT CHANGE OF LOUISIANA EMPLOYMENT BY INDUSTRY
1960-1967, 1967-1985, AND 1960-1985

Industry	1960-1967	1967-1985	1960-1985
Total Employment	20.0%	45.5%	74.8%
Agriculture	-36.3	-68.8	-80.1
Mining	15.7	22.8	42.1
Oil and Gas Extraction	17.9	23.0	43.8
Contract Construction	61.2	54.6	149.3
Manufacturing	22.3	34.6	64.7
Durable	30.3	40.3	117.5
Lumber and Wood	-12.7	-33.5	-41.9
Stone, Clay and Glass	16.9	130.0	169.0
Fabricated Metal	55.6	111.6	229.2
Machinery	60.4	107.8	223.3
Transportation Equipment	54.9	30.8	138.2
Nondurable	2.8	29.9	33.5
Food and Kindred	-3.0	-32.2	-34.2
Paper and Allied	-10.2	1.9	-8.5
Chemicals and Allied	31.1	20.0	57.3
Transportation, Communications and Public Utilities	7.7	40.2	50.9
Wholesale and Retail Trade	21.2	43.5	74.0
Wholesale	23.8	48.1	83.3
Retail	20.4	42.0	71.0
Finance, Insurance and Real Estate	29.1	77.7	129.4
Services	38.3	85.3	156.3
Government	38.0	60.5	121.6
Federal	24.8	12.5	40.4
State and Local	40.8	69.4	138.4

Source: U.S. Department of Agriculture, Agricultural Statistics, 1961-1968; Bureau of Labor Statistics, Employment and Earnings Statistics for States and Areas 1939-67, Tomorrow's Manpower Needs, Bulletin 1606 (Washington: 1969) and The U.S. Economy in 1980, Bulletin 1673 (Washington: 1970) as cited in James A. Papke and Dr. John Legler "State, Area and Parish Manpower Projections for Louisiana to 1985" in Master Plan Supplement, State of Louisiana Coordinating Council for Higher Education, Baton Rouge, Louisiana, 1972.

TABLE V-4

FARM POPULATION AS A PERCENT OF TOTAL POPULATION, LOUISIANA, SELECTED STATES, 1920-1960

State	1920	1930	1940	1950	1960
Louisiana	43.7%	39.5%	36.1%	21.1%	7.2%
Alabama	56.9	50.6	47.4	31.3	12.3
Arkansas	65.5	60.4	57.1	41.9	18.6
Florida	29.1	19.0	16.1	8.4	2.1
Georgia	58.2	48.8	43.8	27.9	10.3
Mississippi	71.0	67.8	64.3	50.3	24.9
North Carolina	58.7	50.5	46.5	33.8	17.7
South Carolina	63.8	52.7	48.2	33.1	14.7
Tennessee	54.4	46.5	43.7	30.9	16.4
Texas	48.8	40.4	33.7	16.9	7.2
United States	29.9	24.8	23.2	15.2	7.5

Source: U.S. Bureau of the Census, County and City Data Book; and Statistical Abstract of the United States.

Vocational agriculture education has contributed to this fact by its contribution to raising the productivity of farmers at a greater rate than any other sector of production. Training for farm production will undoubtedly need to become more sophisticated with training being provided at the postsecondary level as well as at the secondary level and consideration will need to be given to the agricultural service occupations.

Labor force participation rates vary according to the economy and other factors; however the projections in Table V-5 are significant for educational planners. The fact that a relatively stable percentage of the population are expected to participate is of interest.

TABLE V-5

TOTAL POPULATION, TOTAL LABOR FORCE, AND LABOR FORCE PARTICIPATION RATES FOR PERSONS 16 YEARS AND OVER, BY REGION AND STATE, 1960 TO 1980

	Total Population[1]			Total Labor Force[1]			Labor force participation rates (percent)			Percent Change			
	Actual	Projected		Actual	Projected		Actual	Projected		Population		Labor Force	
	1960 (April 1)	1970 (July 1)	1980 (July 1)	1960 (April 1)	1970 (Annual Average)	1980 (Annual Average)	1960	1970	1980	1960-70	1970-80	1960-70	1970-80
United States	120,735	140,966	164,726	69,237	83,875	99,204	57.4	59.5	60.2	16.8	16.9	21.1	18.3
West South Central[2]	11,070	13,098	15,305	6,132	7,584	9,129	55.4	57.9	59.6	18.3	16.8	23.7	20.4
Louisiana	2,050	2,465	2,973	1,084	1,355	1,689	52.9	55.0	56.8	20.2	20.6	25.0	24.6

[1] Does not include the Armed Forces abroad

[2] Includes Arkansas, Louisiana, Texas, and Oklahoma

Source: Manpower Report of the President, March, 1972.

Louisiana, like other states, did not have full employment during the period of this report. In the development of the State Plan, data was provided which identified both the general unemployment and youth unemployment by parish. This data is provided in Figures V-1 and V-2. While adequate vocational education cannot guarantee employment, it can be central to making individuals more competitive in the existing labor market or provide the skills to make it possible to relocate where these talents can be utilized.

Summary

Evidence reviewed shows that personnel in the Bureau of Vocational Education have made a maximum effort to compile manpower data for planning purposes. It seems apparent that the vocational system is not meeting completely the manpower requirements of Louisiana. While it is not within the scope of this report to treat in detail the possible matching or mismatching of training areas to manpower need areas, it would appear that there is a great need for the expansion of the vocational system in most if not all of the service areas.

FIGURE V-1

GENERAL UNEMPLOYMENT
1970-71

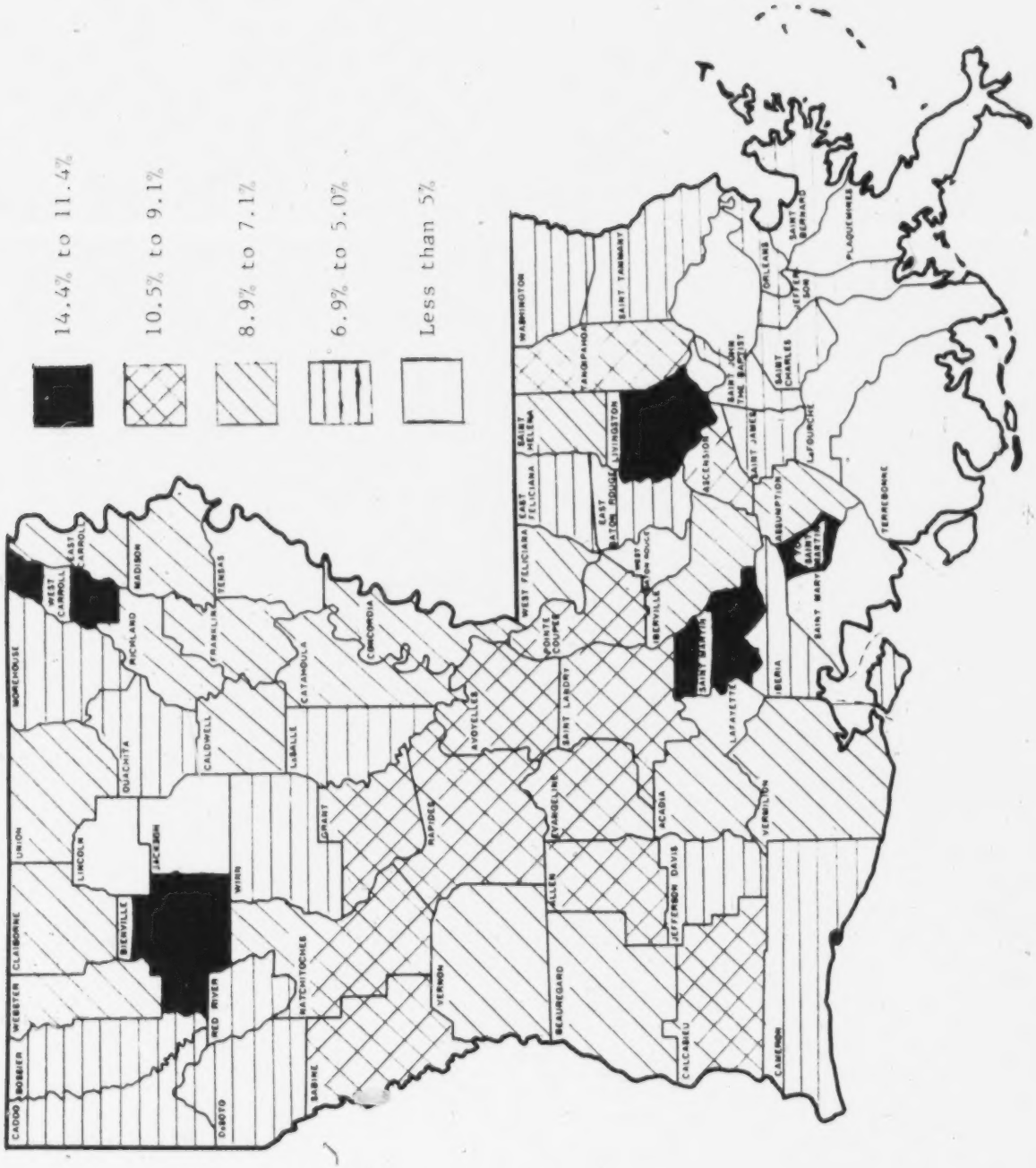
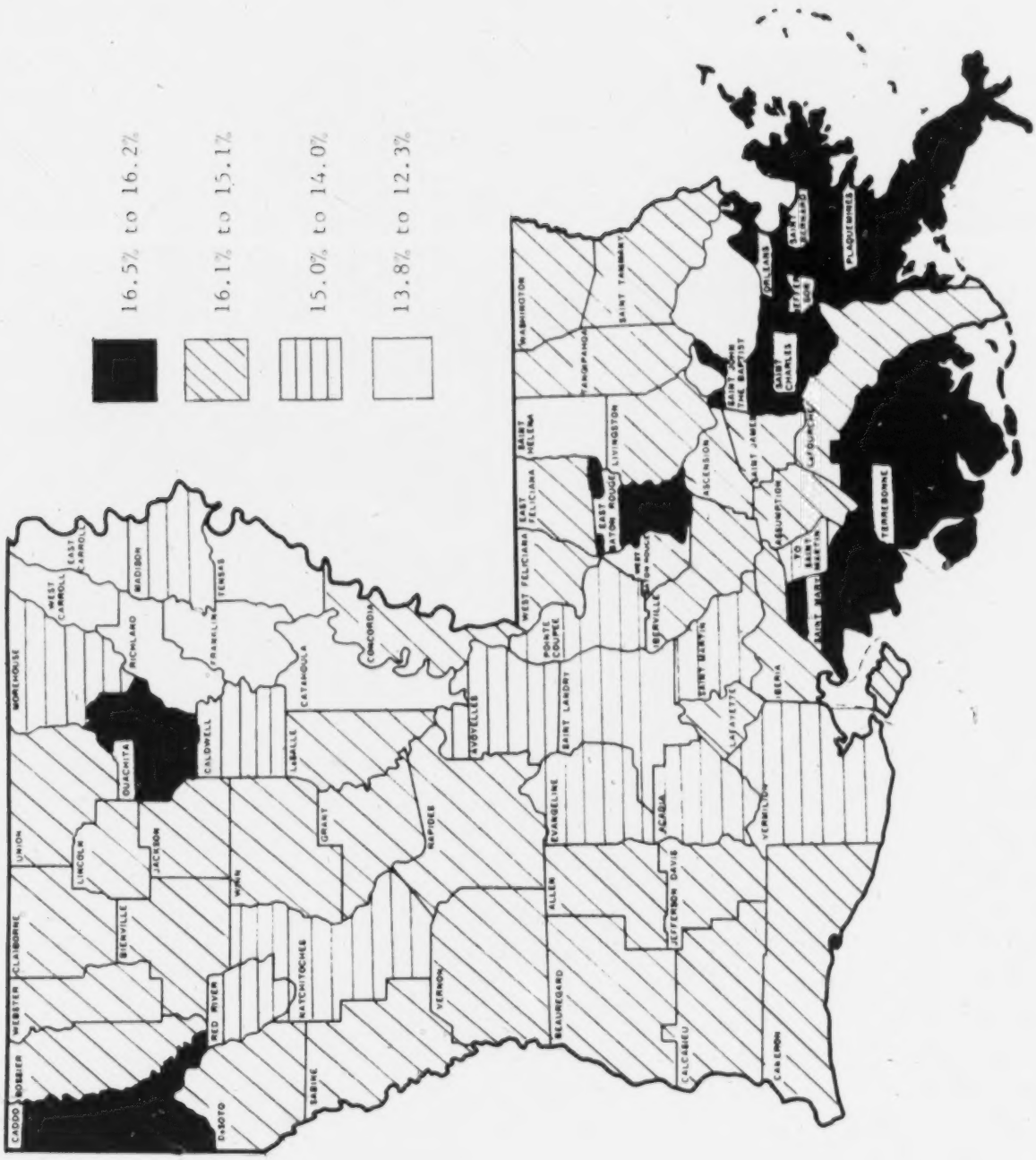


FIGURE V-2

YOUTH UNEMPLOYMENT
1971



CHAPTER VI

FINANCING VOCATIONAL AND TECHNICAL EDUCATION

In this chapter financing of vocational and technical education programs will be discussed briefly. Detailed information on actual expenditures during the 1972 fiscal year are not yet available; therefore, where necessary, expenditures for the 1971 fiscal year will be used in order to describe in a general way the allocation of funds.

Procedures for Funding

Funds under the Vocational Amendments of 1968 are made available on a proposal or project basis as detailed in the State Plan. In the case of applications from local schools, they are acted upon by the vocational education State Staff. In the case of State Area Vocational Schools, recommendations are submitted by the State Staff to the State Board for official action. Criteria for rating proposals are spelled out in detail and appropriate rating scales have been developed.

The area vocational-technical schools are State operated with funding almost entirely from State and federal funds. In addition to Federal funds, the schools receive funds from State general fund appropriations. Each school prepares a budget which is presented to the State Department of Education and then to the State Board of Education. The Director must then justify his request to the State Budget Office and Legislative Budget Committee.

The process described above would seem to have certain weaknesses as compared to the development and submission of a budget based upon standards developed related to staff, programs and enrollments. The present system lacks uniformity of standards that would usually be expected in a State system. While the case might be made for the merits of each Director being in a position to "lobby" for his own budget, it does not appear that they have been very successful in gaining the State funding necessary to expand programs or facilities.

Funding

Figure VI-1 illustrates that proportion of federal, and state and local expenditures in Louisiana for vocational and technical education. It is noted that a substantial part of the program is federally financed. In comparing Louisiana's effort with that of other states, (See Table VI-1) it is seen that Louisiana ranks fourty-ninth in the ratio of state and local expenditures to federal expenditures.

FIGURE VI-1

TOTAL FEDERAL, STATE, AND LOCAL
EXPENDITURES IN LOUISIANA
FOR VOCATIONAL EDUCATION
FISCAL YEAR 1971

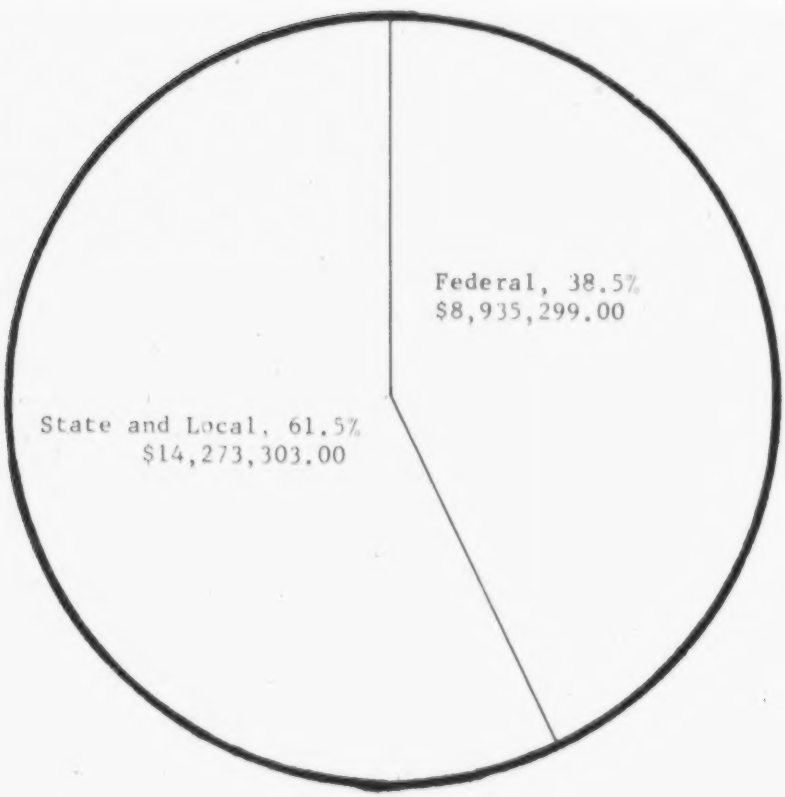


TABLE VI-1

RATIO OF STATE AND LOCAL VOCATIONAL EXPENDITURES TO FEDERAL EXPENDITURES FOR VOCATIONAL EDUCATION, 1970-71

States	State and Local Expenditures for Vocational Education	Federal Expenditures for Vocational Education	Ratio of State and Local Vocational Expenditures to Federal Expenditures for Vocational Education
U.S. TOTAL	$2,007,675,423	$394,703,542	$ 5.09:1
Alabama	27,083,869	9,006,101	3.01:1
Alaska	3,320,644	772,996	4.30:1
Arizona	10,333,296	3,961,478	2.61:1
Arkansas	8,785,604	5,094,191	1.72:1
California	211,581,957	29,188,862	7.25:1
Colorado	19,391,280	4,466,425	4.34:1
Connecticut	28,162,905	4,174,700	6.75:1
Delaware	6,166,237	1,123,669	5.49:1
Dist. of C.	2,195,250	1,672,246	1.31:1
Florida	63,310,000	12,080,000	5.24:1
Georgia	35,110,501	11,145,017	3.15:1
Hawaii	5,536,052	1,681,626	3.29:1
Idaho	4,426,569	1,826,869	2.42:1
Illinois	166,048,381	16,938,697	9.80:1
Indiana	18,280,740	9,909,592	1.84:1
Iowa	26,642,624	5,074,073	5.25:1
Kansas	11,744,355	4,609,569	2.55:1
Kentucky	21,807,069	6,492,518	3.36:1
Louisiana	14,273,303	8,935,299	1.60:1
Maine	7,780,920	2,383,438	3.26:1
Maryland	50,085,790	6,422,063	7.80:1
Massachusetts	112,347,876	9,737,007	11.54:1
Michigan	37,064,066	15,131,134	2.45:1
Minnesota	40,383,975	7,901,314	5.11:1
Mississippi	15,134,375	5,700,562	2.65:1
Missouri	27,130,725	9,290,280	2.92:1
Montana	4,907,446	1,911,098	2.57:1
Nebraska	8,097,680	3,026,949	2.68:1
Nevada	2,807,162	928,451	3.02:1
New Hampshire	4,200,669	1,605,387	2.62:1

TABLE VI-1 (continued)

States	State and Local Expenditures for Vocational Education	Federal Expenditures for Vocational Education	Ratio of State and Local Vocational Expenditures to Federal Expenditures for Vocational Education
New Jersey	27,226,040	12,026,302	2.26:1
New Mexico	6,113,983	2,842,401	2.15:1
New York	266,218,606	30,051,848	8.86:1
N. Carolina	69,779,483	12,742,870	5.48:1
N. Dakota	3,884,195	1,813,348	2.14:1
Ohio	163,691,703	20,865,391	7.85:1
Oklahoma	21,780,038	5,788,819	3.76:1
Oregon	18,698,964	4,230,039	4.42:1
Pennsylvania	132,594,287	19,459,164	6.81:1
Rhode Island	5,140,315	1,259,061	4.08:1
S. Carolina	13,953,234	7,188,102	1.94:1
S. Dakota	2,852,154	1,802,130	1.58:1
Tennessee	23,429,245	8,498,590	2.76:1
Texas	85,464,881	20,980,590	4.07:1
Utah	13,908,121	2,601,601	5.35:1
Vermont	9,670,368	1,296,394	7.46:1
Virginia	29,609,622	9,842,320	3.01:1
Washington	36,435,562	7,222,056	5.05:1
W. Virginia	7,173, 499	4,176,373	1.72:1
Wisconsin	55,280,895	8,341,753	6.63:1
Wyoming	3,774,202	980,917	3.85:1
Guam	409,720	330,333	1.24:1
Puerto Rico	14,277,438	7,725,717	1.85:1
Virgin Island	738,409	149,736	4.93:1
Am. Samoa	96,639	118,460	0.82:1
Pac. Tr. Terr	1,332,500	178,150	7.48:1

Source: "Learning A Living Across the Nation, Project Baseline, Baseline Year, 1970-71", Dr. Arthur M. Lee, Project Director, Northern Arizona University, Flagstaff, Arizona. Prepared For The National Advisory Council on Vocational Education, November 1972. Government Printing Office, Washington, D.C.

In Table VI-2 estimates of total funds needed for vocational education to meet State Plan objectives are shown. It is noted that the projections show only modest increases. Computation of the funding ratio for each year shows a decrease in the ratio of state and local funds to federal funds. The ratio for example for 1976 would be approximately 1.21 to 1 as computed from the totals shown at the bottom of the table.

It is the belief of the survey team that these projections are far too conservative to provide a program adequate to meet the needs of youth and adults in Louisiana for vocational and technical education. It will not be possible to increase enrollments substantially with this proposed budget. In fact, it may only offset inflation. Completely lacking, except for a small amount from the Economic Development Administration, are funds for capital improvements (Table VI-2).

A graph, Figure VI-2 shows the proportion and amount spent for secondary, post secondary and adult programs in 1971. It would be difficult to make judgments about the merits of these particular ratios except within the context of a master plan. It is the survey team's opinion, however, that the programs need expansion at all levels, with particular emphasis on the postsecondary level.

TABLE VI-2

ESTIMATES OF TOTAL FUNDS NEEDED FOR VOCATIONAL EDUCATION*

(Figures in Thousands)

Program/Purpose	Funds	1972	1973	1974	1975	1976
State Programs	Total	20,100	20,650	21,500	22,400	23,300
Part B	Federal	9,100	9,350	9,800	10,200	10,600
	S & L	11,000	11,300	11,700	12,200	12,700
Secondary	Total (F,S,L)	5,783	5,992	6,184	6,369	6,570
Postsecondary	Total	4,460	4,539	4,648	4,782	4,925
Adult	Total	883	906	946	996	1,029
Disadvantaged	Total	3,100	3,182	3,316	3,442	3,570
Handicapped	Total	1,740	1,790	1,880	1,960	2,040
Construction	Total	363**	200	325	465	615
Guidance & Counseling	Total	1,050	1,110	1,190	1,250	1,305
Contracted Instruction[1]	Total	55	65	85	105	115
Ancillary Services	Total	2,666	2,866	2,926	3,031	3,131
Section 102(b) State Programs Disadvantaged	Total (F,S,L)	525	550	575	600	625
Research and Training	Total	515	530	545	560	575
Part C	Federal	437	448	460	470	480
	S & L	78	82	85	90	95
Exemplary Programs	Total	300	350	400	450	500
Part D	Federal	275	315	350	385	425
	S & L	25	35	50	65	75
Residential Schools	Total	-0-	20	1,500	1,000	800
State Programs	Federal	-0-	18	1,350	900	720
Part E	S & L	-0-	2	150	100	80
Consumer & Homemaking	Total	3,285	3,410	3,525	3,550	3,585
Education	Federal	635	660	675	690	710
Part F	S & L	2,650	2,750	2,850	2,860	2,875
Cooperative Education	Total	600	635	675	710	750
Part G	Federal	425	450	475	500	525
	S & L	175	185	200	210	225
Work-Study	Total	260	295	330	360	400
Part H	Federal	180	210	240	265	300
	S & L	80	85	90	95	100
Grand Total	Total	25,530	26,375	28,965	29,525	30,420
	Federal	11,552	11,971	13,885	13,960	14,330
	S & L	13,978	14,404	15,080	15,565	16,090

*Federal, State and Local to obtain State Plan Objectives regardless of funding source.
**$254,000 Economic Development Administration
$109,000 Capital Outlay Budget Board

[1]Indicate here the amount of the above funds, allocated by purpose (except construction), which is to be contracted. Do not include these amounts in the grand total at bottom.

Source: The Louisiana 1972 State Plan for the Administration Vocational Education, Part II, p. 84.

FIGURE VI-2

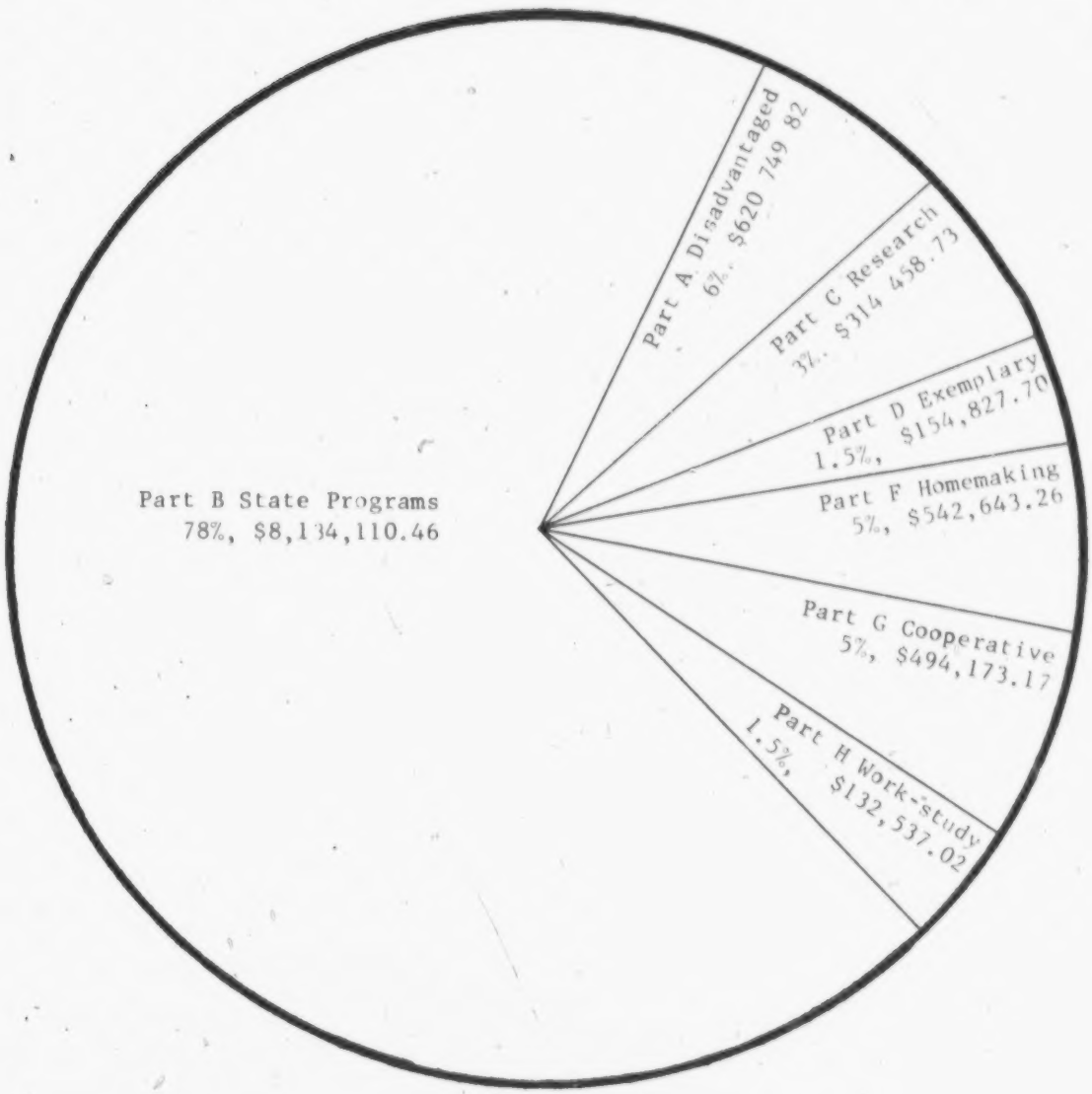
VOCATIONAL EDUCATION EXPENDITURES IN LOUISIANA BY SECONDARY, POSTSECONDARY, AND ADULT LEVELS FISCAL YEAR 1971

Figure VI-3 provides information on expenditures under the various titles of the Vocational Amendments of 1968. It should be noted that these categories and amounts are identified in the legislation.

The researchers are quite aware of the problems associated with budgeting and the expenditure of funds within a specified fiscal year.

FIGURE VI-3

FEDERAL EXPENDITURES BY FUNDING CATEGORY
IN LOUISIANA, FISCAL YEAR 1972
$10,393,500.16*



* FY 1972 Allotment was $10,785,385.00 of which 76% or $8,301,148.82 was expended in FY 1972 with the remaining funds being carried over to FY 1973. An additional $2,092,351.34 was expended in FY 1972 which was carried over from previous fiscal years.

It has been particularly difficult due to late federal appropriations which make detailed planning for the use of federal funds very difficult. It is suggested, however, that strong consideration be given to spending as much of the current years appropriations within that year as possible since there remains the possibility that the federal authority to carry over funds may not persist.

Summary

This chapter has provided a brief picture of vocational and technical education expenditures. It has also provided projections of need for funds which have been included in the State Plan. It has been proposed that the projection of state and local funds needed are too conservative to meet needs of youth and adults for training and to provide for the needs of the labor force.

CHAPTER VII

SUPPORTING SERVICES

This chapter will be addressed to some of the services provided to assure quality in the vocational and technical education programs in Louisiana including teacher training, guidance, curriculum development, and research.

Teacher Training

Federal legislation for vocational education, beginning with the Smith-Hughes Act of 1917,, has provided for the expenditure of funds and for the supervision and preparation of personnel for vocational education. The Vocational Education Amendments of 1968, continuing the long tradition, wisely included provisions for ancillary services of which teacher education is a part.

While the case cam be made that programs for the preparation of teachers and other vocational and technical education personnel should be funded in the same manner as the preparation of other education personnel, experience has shown that vocational and technical educators have unique needs requiring training that may be quite different and more expensive than for the traditional elementary or secondary general education teacher. The close working relationships of teacher educators with State staff, along with the ability of the State Board

of Vocational Education to contract for specific services, has contributed greatly to having adequately prepared personnel for vocational and technical education.

The 1972 Louisiana State Plan provides that both in-service and pre-service programs for teachers will be provided through contractual arrangements with cooperating institutions. The written agreements are cooperatively developed between the State Board and teacher training institutions. While the agreements are continuous, they are subject to periodic evaluation and revision. The agreements included provisions describing programs, personnel, facilities, trainees and financial support. Pre-service programs are designed to prepare teachers and other personnel to meet State certification requirements while in-service programs are designed to up grade competencies of teachers, including skill competencies which may be provided through industry or business cooperation. Activities may include workshops, seminars, short courses, etc.

Table VII-1 provides a listing of teacher education institutions designated by the State Board to cooperate in providing vocational and technical personnel. It would appear that the designated institutions are adequate in number, with adequate staff to provide the necessary services.

Table VII-2 provides information on teacher education enrollments both pre-service and in-service. It will be noted that for some categories of training, the greatest numbers are in in-service programs, an example being in trades and industries where most of the teachers

TABLE VII-1

VOCATIONAL TEACHER EDUCATION INSTITUTIONS DIRECTORY

INSTITUTION	SERVICE		DEGREE(S) AWARDED
Grambling State College Grambling, Louisiana	Business & Office Home Economics	(3) (1)	B.S. B.S.
Louisiana State University Baton Rouge, Louisiana	Agriculture Business & Office Home Economics Trades & Industry	(4) (4) (3) (2)	B.S., M.S., Ph.D. B.S. B.S. B.S., M.S.
Louisiana State University New Orleans, Louisiana	Guidance & Counseling	(1)	M.S.
Louisiana Tech University Ruston, Louisiana	Agriculture Business & Office Guidance & Counseling Home Economics	(1) (3) (2) (1)	B.S. B.S. M.S. B.S.
McNeese State University Lake Charles, Louisiana	Business & Office Home Economics	(3) (1)	B.S. B.S.
Northeast State University Monroe, Louisiana	Business & Office Guidance & Counseling Home Economics	(2) (4) (1)	B.S. M.S. B.S.
Northwestern State University Natchitoches, Louisiana	Business & Office Distributive Guidance & Counseling Home Economics Trades & Industry	(4) (2) (2) (2) (1)	B.S. B.S., M.S. M.S. B.S. B.S.
Nicholls State University Thibodaux, Louisiana	Business & Office Distributive Guidance & Counseling Home Economics	(2) (1) (1) (1)	B.S. B.S. M.S. B.S.
Southeastern Louisiana University Hammond, Louisiana	Business & Office Guidance & Counseling Home Economics	(5) (2) (2)	B.S. M.S. B.S.
Southern University Baton Rouge, Louisiana	Agriculture Business & Office Home Economics Trades & Industry	(1) (3) (2) (1)	B.S. B.S. B.S. B.S.
University of Southwestern Louisiana Lafayette, Louisiana	Agriculture Business & Office Home Economics Trades & Industry	(2) (3) (2) (1)	B.S. B.S. B.S. B.S.

( ) Number of Teacher Trainees

TABLE VII-2

STATUS OF TEACHER TRAINING IN LOUISIANA

Vocational Programs		Number of Enrollees in Teacher Training		Number Completing State Plan Requirement	
		Pre-Service	In-Service	Pre-Service	In-Service
Total	1971	1,062	1,743	343	190
	1972	961	904	279	53
Group Guidance	1971	0	40	0	0
	1972	0	0	0	0
Remedial	1971	0	0	15	3
	1972	0	0	2	1
Agriculture	1971	117	153	30	0
	1972	122	213	30	0
Distribution	1971	41	82	12	1
	1972	48	83	10	1
Health	1971	0	46	0	46
	1972	0	54	0	5
Consumer and Homemaking	1971	457	500	152	0
	1972	432	201	95	0
Occupational Preparation Home Economics	1971	0	0	0	4
	1972	0	0	0	2
Office	1971	425	475	135	19
	1972	352	147	140	19
Technical	1971	0	75	0	18
	1972	0	24	0	8
Trades & Industry	1971	22	372	14	99
	1972	7	175	4	17

Source: State Department of Education, Baton Rouge, Louisiana.

enter teaching from industry and are prepared in teaching skills on an in-service basis.

Table VII-3 provides data on the number of teachers in Louisiana vocational programs by secondary, post secondary and adult programs. The number of teachers for the 1972 fiscal year, 3,174, represents only a slight growth from the previous year. An examination of the numbers by categories does not show a dramatic change in any of the fields.

TABLE VIII-3

NUMBER OF TEACHERS IN VOCATIONAL EDUCATION

Vocational Programs	Total Unduplicated	Secondary		Post Secondary		Adult	
		Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Total 1971	3,112	1,144	926	520	139	14	369
1972	1,143	1,143	994	540	138	21	338
Group Guidance 1971	135	125		10			
1972	140	130		10			
Remedial 1971	20			19	1		
1972	30			22	1		
Part G 1971	36	25	11				
1972	49	40	9				
Disadvantaged 1971	1,011	286	230	390	105		101
1972	1,134	286	246	405	105		92
Handicapped 1971	51	51					
1972	55	55					
Agriculture 1971	295	295	0	141			
1972	288	239	49	122			
Distribution 1971	171	75	16	0	3	3	91
1972	186	68	68	4	0	2	112
Health 1971 1971	129	5		76	13		39
1972	144	11		82	14		55
Consumer and 1971	692	337	355				65
Homemaking 1972	710	340	370				75
Occupational Preparation Home 1971	39	2	27	6		1	5
Economics 1972	61	9	36	6		1	13
Office 1971	946	223	527	106	17		136
1972	916	225	511	100	18		123
Technical 1971	154			88	51		31
1972	166			99	51		29
Trade & Industry 1971	505	57		215	54	10	248
1972	540	121		217	54	14	217

Local leadership personnel in vocational and technical education are shown in Table VII-4. It is noted that the major growth, 38, is in guidance counselors at the secondary level.

Guidance and Counseling

Leaders in the field of guidance and counseling seem to agree that counselors at the elementary and secondary levels should be "general counselors" with the vocational aspects of counseling being only one important dimension of their job. In other words, at this level, all counselors should counsel on career or vocational concerns.

The following is quoted from the PAR Analysis:

> There were 852 counselors in the public elementary and secondary schools in 1970-71. Of these, 691 were full-time and 161 part-time; 794 were certified. There were 5,731 elementary students for every elementary counselor and 437 secondary students for every secondary counselor. Less than half of the public schools had counselors.
>
> The elementary-secondary guidance system in Louisiana is plagued with four acute problems:
>
> 1. There are too few counselors in the public schools.
> 2. Understaffing of counselor services is worse than ratios indicate, for many counselors must spend a great deal of their time on administrative and clerical work.
> 3. Few counselors are aware of the educational alternatives to college.
> 4. No comprehensive system of educational employment information is available to counselors.[1]

Table VII-4 indicates for fiscal year 1971 that there were 429 full time counselors and 53 part-time counselors in vocational education at the secondary level. In 1972, there were 467 full-time and 53 part-time

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[1] "Meeting Louisiana's Needs for Vocational and Technical Education: A Summary", PAR Analysis, Number 184, October 1972, p. 14.

TABLE VII-4

Local Administrative Personnel in Vocational Education

Vocational Programs		Total Unduplicated	Secondary		Post Secondary		Adult	
			Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Total	1971	585	435	78	72			87
	1972	623	473	78	72			92
Director	1971	32			32			32
	1972	32			32			32
Supervisor	1971	32	6	25	1			25
	1972	32	6	25	1			25
Guidance Counselor	1971	501	429	53	19			10
	1972	539	467	53	19			15
Assistant Supervisor	1971	20			20			20
	1972	20			20			20

*Source: State Department of Education, Baton Rouge, Louisiana

counselors. Expenditures for guidance services for fiscal 1972 are not yet available, however, for 1971 approximately $1.4 million was spent from vocational education funds. Of this amount $1.25 million was from State funds.

It would appear that the apparent shortages of counselors is due not to lack of financial commitment of the part of the leadership in vocational education but rather financial commitment through the general foundation program.

At the post secondary level, there are only nineteen full-time counselors. This would appear to be an inadequate number based on the fact that some schools are without a counselor. Approximately $400,000 in federal and state vocational education funds were spent in 1971 for this purpose. The figure for 1972 will be about the same.

Curriculum Development

The State Department of Education maintains a curriculum development center located at Natchitoches Vocational School. It's primary purpose is the reproducing of curriculum materials for use in Louisiana's vocational programs. Presently the center is not heavily engaged in curriculum research or development. With the need to develop instructional programs in new occupational areas and the constant need to upgrade materials to keep pace with technological changes, it would appear to be desirable to expand the research and development mission of the Center.

State Department Staff members have suggested that the remote location of Center away from the professional State staff was a limitation to its being as effective as it might be if professional staff of the State office could work more closely with it. Other factors in addition to location should be given consideration, however, before a decision could be made on a more appropriate location.

Research

Louisiana's Research Coordinating Unit (RCU) is located in the Bureau for Vocational Education. The 1972 State Plan enumerates the RCU's functions as follows:

(1) stimulate, design and coordinate research projects in vocational education

(2) disseminate information from research, experimental, developmental, or pilot programs which is the result of programs conducted in the State or from research and demonstrated in the field of vocational education which has been recommended by the State Director of Vocational Education, the State Board, or by the State Advisory Council.

(3) cooperate with other states, national and regional research centers in the dissemination of vocational education materials and information.[2]

A complete set of microfiche and other research information is available for dissemination throughout Louisiana. A new director has recently been appointed and productivity within the RCU is proceeding under her leadership.

Projects funded in Fiscal Year 1972 amounted to approximately $380,000. This money was carry over money from Fiscal Year 1970 and

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[2]The 1972 Louisiana State Plan for the Administration of Vocational Education, Part I, p. 66.

1971. Part C Research money in Fiscal Year 1972, was carried over to Fiscal Year 1973, except for the budget of the RCU.

Many of the research projects funded in 1972 along with most of the Fiscal Year 1971 Part D, Exemplary Projects ($277,240) and Fiscal Year 1972 Part D, Exemplary Projects ($154,828) relate to the fourth recommendation made by the Louisiana State Advisory Council in its 1971 Annual Evaluation Report:

> In view of the need for career development guidance programs to strengthen career and vocational education in our schools, it is requested that a number of pilot projects be planned and implemented as soon as possible. These projects would be geographically located in areas of need as well as in areas which will serve as a catalyst for future career education thrusts throughout the State. These projects will involve kindergarten through post-secondary grade levels and strong career with vocational guidance emphasis.[3]

In spite of the fact that career education and career development activities deserve continuing support, it would seem appropriate that projects be developed and funded, also, that relate to establishing innovative training programs including those at the postsecondary level.

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[3] Second Annual Report 1971, Louisiana State Advisory on Vocational Education, 1971.

RECOMMENDATIONS

Pursuant to a thorough review and discussion of the data presented in this report, the Louisiana Advisory Council on Vocational and Technical Education formulated the following recommendations. In presenting these recommendations, the Advisory Council commends the effectiveness of administrators and staff in leadership roles in vocational education within Louisiana. But the Council is also cognizant of its role, namely to provide for continuing and repeated evaluation to assure quality vocational and technical education programs. It is within this framework that the following recommendations are offered.

Recommendation 1

That the Louisiana State Board of Education and State Superintendent be encouraged to develop a long-range master plan for vocational and technical education in Louisiana.

Statement: The increasing requirements for technical manpower and economic development in the State dictates the desirability of taking a comprehensive look at total training needs and the development of a plan for capital expenditures, construction, and operating funds required. Policy should be clearly defined relating to the system in which vocational-technical programs are to be offered. The implications of the Higher Education Act of 1972 lend support to the immediate need for such a plan. Present State Plan projections both from the standpoint of people to be served and projected resources needed seem very inadequate.

Recommendation 2

That the organizational structure of Louisiana's education system be revised with the purpose of developing clear lines of authority, administration and supervision.

Statement: The present organization structure seems awkward at best in having lines of authority to the State Board from some institutions while having the professional staff responsible for leadership of the programs not in a line relationship with these institutions.

Recommendation 3

That curriculum offerings be expanded on the secondary and postsecondary level, both in terms of existing programs and the addition of new programs, that will more adequately meet the needs of Louisiana's youth and adults.

Statement: There appears to be many individuals seeking post-secondary training that cannot be accommodated. Vocational-technical schools in Louisiana report waiting lists. In addition to this dissatisfying note, a recent PAR report, Industry Rates Louisiana, identified the inadequate supply of trained workers among Louisiana's population as the greatest deterrent to her industrial growth. Both of these factors support a thorough review of present programming with a look at new curriculum offerings that will be needed for the future.

Recommendation 4

That the State vocational staff develop operating standards for area vocational-technical schools which would help insure more uniform staffing patterns, student fees, and levels of finance.

Statement: It appears that the present system of area vocational-technical schools, while State financed, operates as a loose connection of schools, somewhat independently from each other. There would appear to be merit in developing operational procedures which would bring about a more coordinated, uniform system.

Recommendation 5

That a formula be developed for the allocation of operating funds on the postsecondary level.

Statement: In its Second Annual Report 1971, the Louisiana State Advisory Council recommended "that allocation of funds for the vocational-technical schools of the State be made on a formula basis." A year later this recommendation is still in order. Presently each school submits its budget to the State Board. Allocations are made without the benefit of disbursement standards or formula.

Recommendation 6

That a plan for capital expenditures for facilities and equipment be developed.

Statement: Only limited funds have been made available for facilities and equipment in the past few years. It appears obvious that facilities must be expanded, updated, and in some instances merged or relocated, particularly at the postsecondary level. Also, there should be a systematic plan for amortizing equipment in order that it can be kept up to date.

Recommendation 7

That guidance and counseling be strengthened at all levels of education, K through adult.

Statement: Guidance and counseling staffs should be increased throughout the school systems in order that youth may be better prepared to make educational and occupational choices. At the elementary and secondary levels, the including of counselors for support purposes in the basic foundation program would seem highly desirable.

Recommendation 8

That every effort be made to keep vocational education in Louisiana abreast of the labor market trends occurring in Louisiana.

Statement: Louisiana's vocational system will be effective to the degree programs reflect Louisiana's manpower needs. Interpretation of manpower data is vital to vocational educational planning.

Recommendation 9

That evaluation procedures be implemented to monitor the Part D, Exemplary Programs so that the most worthwhile attributes of the projects may be disseminated for the general use of all schools in Louisiana.

Statement: The 1971 Annual Evaluation Report of the Louisiana Advisory Council requested a number of pilot projects be developed based on the need for career education development programs to strengthen career and vocational education in Louisiana. A number of the Part D, Exemplary Program projects funded in FY 1971 and FY 1972 and some of the Part C, Research projects funded in FY 1972 have this theme as a focal point. A method should be developed, possibly through the RCU, to review and assess these projects and disseminate the results to all schools in Louisiana.

Recommendation 10

That greater communication and articulation occur between secondary schools, postsecomdary vocational-technical schools, and colleges and universities in regards to curriculum and the needs of students.

Statement: Increasing numbers of students with some vocational education in high school can be expected to enter postsecondary programs. This will necessitate cooperation in curriculum planning and flexibility in post high school curriculums in order to build upon students' prior experiences.

Recommendation 11

That the Bureau for Vocational Education Staff evaluate the merits and feasibility of moving the curriculum laboratory to a location more convenient to the State Staff.

Statement: The curriculum laboratory should play a more dynamic role in the development of new materials for vocational instruction. In order to accomplish this, there would be real advantage in having the laboratory near the State Office where program personnel would be more available and could provide leadership to curriculum development efforts.

Recommendation 12

That more extensive follow-up studies be instigated on both the secondary and post-secondary levels.

Statement: At the present time, the staff of the State Department of Education does an admirable job in completing the short-term follow-up required by the U.S. Office of Education. These studies are inadequate since they must be completed in September for the June graduates of the vocational programs. Many intervening factors can cause a youth to not seek immediate employment after program completion. The Louisiana State Advisory Council has already gone on record in its 1971 Evaluation Report that such studies be made of students "dropping-out" during the last two years. More extensive follow-up studies, e.g., one year after program completion will greatly aid in the assessment of effectiveness of vocational programs.

Recommendation 13

That area vocational-technical schools enter into a self-study program such as that of the Southern Association of Colleges and School's Commission on Occupational Education Institutions leading to eventual accreditation.

Statement: Self-study and the process of preparation for accreditation has been found to be one of the most effective means of upgrading a school's program. Less than one-third of the area schools in Louisiana have sought accreditation. There would appear to be considerable benefit to the school in becoming accredited.

END

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